**[Legislative Basis for Accommodations](https://www.umass.edu/disability/faculty/faculty-handbook)**

The right to request and receive reasonable accommodations and programmatic modifications is a civil right extended to people with qualifying disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act of 1990 (ADA).  Under Section 504 and the ADA, a person with a disability is defined as an individual who has “(A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) [is] being regarded as having such an impairment” (Sec. 12102).  However, it is important to note that the spirit and overarching purpose of the ADA are to promote broad coverage and eliminate disability discrimination.  Indeed, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) clarifies Congress’ original intention by discouraging a focus on exclusionary qualifying standards and encouraging the promotion of broad and meaningful inclusion.

**[Denying and Disputing Accommodations](https://www.umass.edu/disability/faculty/faculty-handbook)**

Under the law, the College is not required to provide accommodations that are overly burdensome or unreasonable.  However, these standards are quite high for the College.  Accordingly, faculty/instructors should never deny an accommodation, but should instead work with Disability Services to address any questions or concerns related to the level of burden or reasonableness.  If the accommodation in question serves to fundamentally alter the pedagogic intention of the course or assignment, then an alternative accommodation may be possible.  Disability Services will be able to advise you in this regard.  Please note that cost will typically not be a basis for denying an accommodation.

In rare cases when an [informal resolution](https://www.umass.edu/disability/policies-and-laws/complaint-resolution) (e.g., the identification of an acceptable alternative accommodation) is not possible, faculty/instructors may initiate a dispute via the campus’ ADA Coordinator and Lakeview’s President.  It should be noted that to ensure that the student does not suffer any negative academic consequences, the disputed accommodation(s) should be provided while the dispute is considered.  Potential exceptions to this provision include when the accommodation involves program extensions, curricular modifications, or activities that could result in injury or harm.  These exceptional cases will be handled on a case-by-case basis.

[**Disability Services’ Role**](https://www.umass.edu/disability/faculty/faculty-handbook)

Empowered and guided by legislative mandates, Disability Services provides four important services for the College: (1) confidentially collect diagnostic documentation in order to identify individuals with qualifying disabilities, (2) determine eligibility for reasonable accommodations and modifications to campus programs and services, (3) notify faculty/instructors of a student’s accommodation eligibility while participating in the course, program, or service, and (4) administer various programmatic resources in support of campus efforts to accommodate eligible students.  Examples of programmatic supports include working to ensure that classrooms, lecture content, and course materials are accessible to students with diverse access requirements.  Additionally, and importantly, Disability Services is a resource to students for referrals to community services, and to faculty/instructors and administrators concerning questions and concerns about accommodations and disability access.

**[Instructor’s Role and Responsibilities](https://www.umass.edu/disability/faculty/faculty-handbook)**

As the course instructor, it is incumbent upon you (and any co-instructors in the classroom, clinical or lab including preceptors) to create an educational experience that is inclusive of, and accessible to, people with a wide range of disability access requirements.  Disability Services is prepared to assist you by sending notices of accommodation eligibility and is a reliable resource when questions and concerns arise.  The instructor will be responsible for promptly responding to Memo of Accommodations (see appendix A) communicating with the student and others (on a need-to-know basis) who will be involved in teaching the student, implementing the accommodation, and providing feedback to Disability Services (see Faculty Feedback form in appendix B).

Although important, disability accommodations are not always sufficient or ideal.  The idea behind accommodations is that a special modification must be made to the program or services (e.g., a course) for the person with a disability to participate.  While this does work, a better practice is to consider the access requirements of people with disabilities while designing your course.  In recent decades, this concept has been formalized under some names such as Universal Design for Instruction, Universal Curricular Design, and Universal Design for Learning.  A quick Google search for any of these terms will produce numerous useful and informative links, so we will not go into their various principles here.  Below are some readily employable suggestions.

* **Start with your syllabus**.  Make sure your syllabus is clear, comprehensive, and broadly accessible.  The *Equity and Excellence in Higher Education:* [Universal Course Design website](http://www.eeonline.org/ucd-syllabi) offers some helpful suggestions for improving the accessibility of your syllabus. Also, this is a time to educate other students that accommodations are not unfair practices.
* **Consider your pedagogic priorities**.  Do you discourage the use of memory aids during tests because memorization is important, or because that is how you were taught?  If you are more concerned with the application of concepts and ideas, maybe memory aids can be permitted (or provided in the body of an exam), thereby reducing the need for exceptional practices.  Many other applications of this process are possible, including the provision of copies of lecture notes/slides, additional time for exams, and offering multiple means of evaluation.
* **Encourage participation in the accommodation process.**  Be sure your syllabus includes a statement about disability that informs students of your willingness to provide reasonable accommodations and encourages them to work with Disability Services.
* **Distribute accessible electronic copies of course materials**.  Electronic materials are useful to students with diverse disabilities because they can be saved and accessed as needed, and some electronic formats (e.g., .pdf documents) are compatible with screen reading software.  However, electronic materials that are image files (e.g., .jpeg and non-optical character recognition (OCR) .pdf files are not widely accessible.

**Disability Services**

**Accommodation Procedures**

The accommodation procedure involves five basic elements: (1) verification of disability status, (2) determination of accommodation eligibility, (3) sending notification of eligibility to instructors, (4) provision of accommodations, and (5) evaluation of accommodations.

**Verification of Disability Status**

In order to be eligible for accommodations, students with disabilities must first register with Disability Services.  The registration process involves the completion of an intake interview and the submission of supporting diagnostic documentation.  Diagnostic documentation will typically be a letter or report completed by a qualified medical or psychological professional.  Once these items are received, the documentation is screened to verify disability status and provide a basis for accommodation eligibility.  Students will typically learn about the status of their application on the day of the interview, but the process can take longer during administratively demanding times such as the first two weeks of a semester and finals week.

All medical records received by Disability Services are considered part of the student’s educational record and are protected under FERPA. Diagnosis will remain confidential unless there is a need to know.

[**Determination of Accommodation Eligibility**](https://www.umass.edu/disability/faculty/faculty-handbook)

The determination of accommodation eligibility involves three primary elements: (1) the experiences and perspective of the student, (2) the professional judgment of Disability Services, and (3) the clinical opinions and professional recommendations contained in the student’s diagnostic documentation.  All requests for accommodation are considered on a case-by-case basis, and Disability Services will consult with the course instructor when an accommodation is exceptional, or if it is apparent that an accommodation might constitute a modification of a course element.

**Notice of Accommodation**

Once a determination of accommodation eligibility is complete, the student must then request that notification of their accommodation eligibility be sent to their course instructors.  Typically, Disability Services will send notice of a student’s eligibility to the Course Coordinators.  *Please note* that absent a request by the student, Disability Services will not send notifications.  If a student approaches you about accommodations and you have not yet heard from Disability Services, please ask the student to contact our office and request that official notification of their eligibility is sent to you.

While Disability Services does its best to send notifications early in the semester, due to the number of students enrolled with the office, other duties, and timing of student requests it is not always possible to send all notifications during the first two weeks of each semester.  Further, many students only become aware of their disability and need for accommodation after feedback and experiences at the College, so it is likely that you will receive notifications at any point in the semester.  Regardless of when you receive notification, it is important to work with students to address their accommodation needs.  You may begin to accommodate the student in the first two weeks, as long as you inform students of the policies in the Handbook and refer them to Disability Services. However, accommodations are not retroactive, and it is the student’s responsibility for notifying Disability Services.  Therefore, if a student has not made contact with disability services before an exam it *may* not be possible to provide an accommodation if you do not receive adequate notice (e.g., the exam is scheduled that day), and you are not required to allow a student to re-take or revisit an exam administered before your receiving notice of their eligibility.

## Faculty Notification of Accommodations

1. Faculty will receive an email entitled “Academic Accommodations” alerting them that they will have a student that semester with an accommodation. Attached to the email will be the requested and approved accommodations for the semester.
2. Upon reading the accommodation letter, Faculty are encouraged to engage the disability services office with any questions/concerns about the implementation of the accommodation(s).
3. It is the goal of the Disability Services to have these notifications out prior to the start of each semester so there may be time to prepare.

**Examples of Auxiliary Aids in Nursing Education**

Some of the various types of auxiliary aids and services may include but are not limited to:

|  |  |
| --- | --- |
| * taped texts
* notetakers
* captioning, transcripts, vodcasting
* interpreters
* readers
* videotext displays
* television enlargers
* contrast and reverse screen colors
* electronic readers
* talking calculators
* spelling device
* Braille calculators, printers, or typewriters
* assuring the clinical facilities are readily accessible for use by individuals with disabilities
* restructuring or altering clinical experiences
* modification of academic program plans
* modification of schedule
* chair or stool to sit periodically during procedures
* use of intermediaries
* video phone, video relay service, or Internet Protocol Relay
* caption phone
* vibrating text-based pager
* smartphone technology for monitoring symptoms
* breaks
* food, water, medicine
* peer assistance
* facility changes such as lighting,
 | * closed caption decoders
* open and closed captioning
* voice synthesizers
* calculators or keyboards with large buttons
* reaching device
* assistive listening systems (FM, indication loop, infrared transmitter)
* telecommunications devices for deaf persons
* adaptive lab equipment: digital or talking thermometers, amplified and visual stethoscopes, automated blood pressure machines, light probes, tactile timers, tactile or nonglass pipettes
* parking
* modification of classroom policies (attendance, late, exam makeup policies)
* transparent surgical masks
* speech-to-text technology
* screen reading software
* personal assisted listening devices
* extra time on exams
* exams in a reduced distraction environment
* priority seating
* color meter
* color transparency overlays
* alternative visual indicators
 |

**Provisions of Auxiliary Aid as Academic Accommodations**

“Auxiliary aids" is defined as services or devices that enable persons with impaired sensory, manual, or speaking skills to have an equal opportunity to participate in, and enjoy the benefits of, programs or activities. For example, auxiliary aids useful for persons with impaired vision include readers, Brailed materials, audio recordings, and other similar services and devices.

Auxiliary aids useful for persons with impaired hearing include telephone handset amplifiers, telephones compatible with hearing aids, telecommunication devices for deaf persons (TDD's), interpreters, notetakers, written materials, and other similar services and devices.

The provision of accommodations is a team effort involving the student, the instructor, and Disability Services.  The student contributes by speaking with Disability Services and requesting specific accommodations proactively. Disability Services then informs the instructor of the student's accommodation needs. It is highly recommended (albeit, not required) that the student meets with the instructor as soon as possible to discuss such accommodation needs.

For instance, a student eligible for double-time for exams, should after requesting that Disability Services send out the notice of accommodation, approach the instructor in advance of the exam date (this may occur face to face, via email, or phone), indicating the intention to use the accommodation, planning a time to ensure that the student can fully participate in the class following the added time.

A working plan can be established between the student and the faculty to address potential changes (e.g., if the instructor posts lecture notes on Edvance, a note taker may not be necessary), expectations about communication (e.g., it might be agreed that a student will email requests for extensions on assignments rather than call), and how accommodations will be administered (e.g., the student might report to a separate room to receive exam accommodations).

In some cases, necessary accommodations will be provided by Disability Services (e.g., textbooks in alternative format, sign language interpreting), but in other cases, (e.g., double time for an exam or extensions on assignments) instructors will provide the accommodation directly.  Particularly with exam accommodations, it can be beneficial for students to take the exam in the presence of the instructor.

**Feedback and Evaluation**

A Faculty Feedback form (Appendix B) will be sent along with the Memo of Accommodations. The form is also available on the College’s website under Employee Resources. The Faculty Feedback form should be completed in the first week of the semester to address areas of potential problems.

It is not uncommon for an instructor to notice that something more is required for a student to perform to their potential.  In cases like this, the student and Disability Services should be consulted as soon as possible to consider possible changes in accommodation eligibility and approaches to teaching/learning.

**Review of Common Classroom Accommodations Provided at LCN**

Disability Services recognizes that some accommodations indicated in the notifications of accommodation eligibility forms are ambiguous or require additional information for instructors to respond appropriately.  The following information is intended to address these concerns.  As noted previously, this list is not comprehensive, so if you do not find the guidance you are seeking below, please contact Disability Services for customized support.

**Note Taking Service**

Many students with disabilities will find it prohibitively difficult, or impossible to take notes in class.  Others may not be able to attend to the lecture while taking notes, resulting in excessive gaps in comprehension.  In cases such as these, the student will be made eligible for notes.  This need for notes can be met in many ways; the primary methods being the provision of notes/materials by instructors and the identification of a note taker from the students enrolled in the course.  A discussion of the types of approaches follows:

The instructor provided notes:

The instructor provides copies of prepared lecture notes, slides, and other course material before class, if available**.** These materials can be emailed or posted to classroom management software in advance of the class session that the material will be covered.  Please take a moment to inform the student on how to access your notes. For many students, the provision of this accommodation will mitigate the need for an in-class note taker.  In recent years, many instructors have made a general practice of sharing their outlines or powerpoint slides with all students as a form of universal design.

Note Taker provided notes:

Access to in-class notes produced by a note taker. When acceptable notes are not available from the course instructor, efforts should be made to identify an in-class note taker.  At the beginning of the semester, the instructor recruits a volunteer in class note-taker.  The instructor and student with accommodation should together establish a process for obtaining the notes. Avoid sharing confidential information such as who is the student with the accommodation. A note taker can earn 5 hours of community service for providing notes for the full semester or a $50 Amazon gift card.

**Permission to use inclusive technology and a tape/digital recorder or smartpen in class**

Typically, the recording is done electronically either with a digital recorder, smartphone or smartpen.  Students are informed that they are not to distribute, post, or duplicate the recording.  The student is asked to delete or destroy the recordings at the close of the term.  Questions or concerns should be brought to the attention of Disability Services as soon as possible.

**Modification to the attendance policy: Requiring make-up exams and copies of course materials from missed classes**

In some cases, the nature of the student’s disability will result in tardiness or missed classes that exceed your classroom/clinical policy.  While attendance is important—sometimes essential—this accommodation calls for the most flexibility possible in a particular context.  The spirit of this accommodation is that the student will not be penalized for missed class time, but in some cases (e.g., laboratory sections and discussions) attendance is critical to the evaluation of a student’s learning.  In these cases, we advise that you speak with the student about the essential nature of attendance and contact Disability Services for guidance and potential alternative forms of accommodations.

**Preferential seating**

The student should arrive before the start of class and pick a seat that suits their access requirements. However, other learning environments (e.g., laboratories) may require that the student is assigned to a seat (or station) that is close to the front of the room, or perhaps near an exit.  As with most accommodations, a quick conversation with the student can clarify if action on your part is required.

**Peer assistance**

When appropriate, Disability Services supports access to classrooms and course content by assigning a peer to assist a student.  These assistants are analogous to personal care assistants; only their function is limited to academic activities.  For instance, an assistant could assist a student to demonstrate a nursing intervention or to assist the student with a bed bath or with ambulating a patient.

**May require additional time to complete assignments**

This accommodation language is necessarily vague.  Essentially, there is no way to proactively determine the amount of time that an individual with a qualifying disability will require to complete a course assignment.  Therefore, we ask that you focus on the spirit of this accommodation, and work with students on a case-by-case basis to come to a mutually agreeable timetable for completing the required work. By speaking with the student, and consulting with Disability Services as needed, the appropriate length of an extension is typically readily determined.

One common exception to this practice is when students are required to complete regular (e.g., weekly) assignments that do not require extensive time to complete.  For example, if students are expected to take a brief (e.g., 30 minutes) online quiz each week, and they are free to take the quiz whenever they want, taking as much time as they need, then the provision of extensions is most likely not required.  In fact, under those circumstances, the “extension” is built into the design of the assignment, and the use of extra time would likely result in a disadvantage for the student (i.e., the extension would bleed into the next week, necessitating a series of extensions, resulting in an incomplete).  Disability Services is available to consult if you are uncertain about the appropriateness of an extension in a particular circumstance.

**Exam accommodati**ons

Exam accommodations are designed with two main purposes in mind: 1) to allow students with qualifying disabilities access to otherwise inaccessible exam content, and 2) to provide the time, place, and resources required for students with qualifying disabilities to convey what they think and know.  Essentially, these accommodations ensure that exams are accurately reflecting a student’s thoughts, knowledge, and learning, and not merely measuring a student’s disability.

It is the instructor’s responsibility to provide effective testing accommodations.  When this is not possible due to an unavoidable conflict (i.e., scheduling conflicts or lack of required technology), it may be necessary to identify a proctor.

Exam accommodations refer to allowances and modifications applied to the administration of course exams and quizzes. Examples of specific exam accommodations include time-and-a-half and double time for exams, a distraction-reduced setting, use of a computer with Kurzweil 3000 to read tests aloud, large print copy of the exam/quiz, and use of a scribe.

Extended time on exams

Perhaps the most common and fundamental exam accommodation is the provision of additional time.  Students will typically be eligible for either time and a half (150% time) or double time (200% time), but in very rare cases a student may be eligible for longer or “untimed” exams (which may extend to a full business day).  Determination of the accommodation length is based upon the clinical recommendations found in the student’s diagnostic documentation, the experiences of the qualified student, and the professional judgment of Disability Services.

A distraction-reduced setting

This accommodation calls for you to arrange an alternative setting, one with less likelihood of auditory or visual distractions.  For small classes, this accommodation may not be necessary (speak with the student to determine if this is true); but for larger classes, where the sounds of students moving, zipping up bags, moving chairs, and other activities can be distracting, it is necessary to schedule an alternative room for the students receiving this accommodation to take the exam.

It is the instructor’s role to proctor the student or identify an alternative proctor. Classrooms on both classes have cameras to tape students while testing. Videotaped proctoring is a typical method and used at testing centers at larger colleges and universities. Faculty can have a student take an exam in a classroom and then review the tape at a later time.

Breaks during testing

In most cases, this accommodation allows a student to standup and walk to another area or to allow student access to campus facilities.

Music during testing

The selection of the music and the mode of delivery will be coordinated between the student and Disability Services. Therefore, it is important to maintain ongoing communication with Disability Service to ensure the service can be implemented at the time of testing.

Large print version of the test

In many cases, this accommodation requires students to modify access on their laptop.  If you have a paper-pencil quiz and do not allow access to laptops, then the student should be consulted to determine the degree of enlargement/font size required.

Use of a scribe and reader/read aloud services

The purpose of a scribe and reader is to allow the student to access exam content and accurately represent their responses.  Readers and scribes do not correct answers or clarify the meaning of questions.  It is important for the faculty member to provide these accommodations themselves so they can ensure that the student understands the questions fully. Kurzweil 3000 software is one way to provide read-aloud services.

Procedures for Read Aloud Testing (Kurzweil 3000)

**For in-class proctored faculty created exams/quizzes**

1. Send PDF version of the test to Miranda (Danville) or Becky (Charleston) two days prior to the student taking the exam
2. Print a hard copy of the exam or Scantron sheet for the student to document answers
3. Provide colored paper the student will use for personal information processing

**For ATI exams [topic exams (assessment) or End of Semester or Predictor exams]**

1. Request from ATI a paper-pencil version of the exam (assessment) any time during the semester but there is a minimum of 7-10 business days prior to the student taking the exam at greatlakesmanager@atitesting.com. Remember to include the student information and cohort, version of tests, and the name of the campus where the student will test.
2. Look for the email from ATI with a copy of the Assessment order form that includes the assessment ID and password
3. Scan the paper-pencil versions of the exam and save as PDF
4. Send the PDF version of the exam to Miranda (Danville) or Becky (Charleston) 2 days prior to student taking the exam

**Prior to the examination**

1. Provide a hard copy (or Scantron answer sheet) of the exam to the student to record their answers
2. Get the laptop from Miranda (Danville) or Becky (Charleston)
3. The student can be set up to take the exam in room #222 or remain in class with the laptop if wearing headphones

**After the exam: non-ATI exam/quiz**

1. Collect the Scantron/answer sheet for grading and colored paper
2. Return the laptop to Miranda (Danville) or Becky (Charleston)
3. Grade exam

**After the exam: ATI exams (assessment) [topic exams (assessment) or End of Semester or Predictor exam (assessment)]**

**An alternative format of course materials.** A variety of formats can be provided including large print, audio recording, electronic computer text, and Braille. Careful consideration is given to the needs of each student and to the quality and quantity of each printed document to determine the most effective modality.

**Audio Descriptions**

Audio description is accommodation for Blind/Low vision consumers. A student with an accommodation for audio descriptions will need audio descriptions added for all visual media in the course. Audio descriptions take time as media must be sent out to a company, like 3 Play Media.

**Captioning**

Captioning is an accommodation for the Deaf/HOH. It is required on all visual media presented publicly, such as the LCN website or instructional use such as class videos. When selecting classroom instructional activities it is the instructor’s responsibility to ensure that visual media has captioning or transcripts readily available. Please remember, one cannot rely on captioning that is not "close captioned" (such as YouTube captions) as they are often incorrect and there are no standards for compliance.

Captioning service:

Captioning service is one form of receptive communication access whereby Deaf or Hard-of-Hearing consumers read a real-time transcription of all verbalized information being presented. Examples include Voice Captioning, Captioning, C-Print and CART. Access can be obtained using an individual laptop or small screen if there are two or more consumers in an event. Most captioning users tend to be late-deafened, cannot benefit from amplification devices, do not know ASL, do not have strong speech-reading skills but have excellent expressive English skills and often speak for themselves. The goal of CART is 100% verbatim (word-for-word) of the spoken message. Captioning is a word for phrase-by-phrase, as you see in television captioning. "Message" equivalency is the goal for C-Print, but more experienced C-Print captioners are capable of 100% verbatim transcription.

**Classroom/Clinical Relocation**

When a course is assigned to a room that is inaccessible, and an accessibility need is presented, Disability Services will work with the Dean’s Office to find a new accessible location for the class/clinical. The instructor will be notified when this need arises. Typically, the turnaround for this sort of accommodation is swift. The assistance of the instructor is needed to inform the students in the class of the new location.

**Facility Modification**

When facilities are inaccessible, and reassignment is not a reasonable option, Disability Services will convene a meeting with the President to discuss and plan for the modifications needed to a specific facility. All members of the university are responsible for bringing facility modification needs to the attention of Disability Services.

**Prepared Materials Before Class**
Some students require the accommodation of prepared materials before class. In this instance, prepared powerpoint slides or the equivalent provided in advance will help a student follow along and identify key themes and concepts. It is helpful to provide written instructions or expectations of assignments with such materials.

**Sign Language Interpreters and Oral Transliterators**

These communication access services are only effective if the consumer is experienced in the methodology provided. For example, someone who does not know ASL (American Sign Language) will not benefit from an ASL interpreter as will someone who is a native ASL user not benefiting from the communication style practiced by Oral Transliterators. Either methodology can be successfully utilized by a consumer with early-onset hearing loss.

A sign language interpreter listens to a spoken language and interprets the message into a visual language - American Sign Language. Sign language interpreters are certified by the Registry of Interpreters of the Deaf (RID), a national organization which tests practitioners for qualifications, maintains records of professional development and continuing education and monitors practices in the profession. The ASL Deaf consumer must be fluently receptive and understand American Sign Language to receive the spoken message as interpreted into ASL.

Oral Transliterators take the message and make it visible on the lips and with supporting body movement or gestures, convey the speaker's message. It is essential that the deaf consumer be able to speech read, understand subtle nuances of facial expression and body movement/placement to comprehend the spoken message fully.

Late-deafened consumers tend not to be skilled in either ASL or OT methodologies – preferring instead to use captioning services. However, this is not to say that a late-deafened deaf individual cannot learn to speech read or to learn ASL.

**Service Animals**

Lakeview College of Nursing is sensitive to the impact of animals on the lives of students with disabilities. Please refer to the Animal Policy in the Student Handbook.

Again, as discussed in the information above, this is not an exhausted list of academic accommodations.

Examples of other accommodations that have been requested by LCN students and approved by Disability Services:

 Sunglasses wore in the classroom and the clinical when not with patients

 Reasonable modification to exam makeup policy

 Lifting restriction during clinical and/or lab

 Preclinical orientation

 Private room during travel

Please contact Disability Services when you have concerns that an accommodation changes the essence of the curriculum.

**Frequently Asked Questions (FAQs)**

**Don’t you think that accommodations create an unfair advantage for students with disabilities?**  No.  Accommodations are only required when the design of a program or services (e.g., a course) is such that it excludes or marginalizes an otherwise qualified person with a disability.  Therefore, an unfair advantage would more appropriately apply to students without disabilities taking the course.  It is frequently overlooked that people without disabilities have access requirements; it is just that they are more prevalent and assumed to be “normal.”  If the provision of accommodations for students with disabilities does constitute an unfair advantage, then it may be worth reconsidering the design of the course.  Contact Disability Services if you have questions or concerns of this sort, to offer assistance.

**Do I have to provide a student with an extension for an assignment if they already have more than enough time?**  Probably not.  Please see "*May require* a*dditional time for assignments,"* above.  However, it should be noted that exceptions are possible.  When in doubt, please contact Disability Services for guidance.

**Do I have to give extra credit or additional points to a student with a disability?**  No.  Disability legislation does not mandate such practice, and Disability Services does not advocate grade inflation.  What is required is that each student with a disability is allowed to participate fully, and meaningfully, in your course.  If the student has been provided with proper accommodations (per Disability Services’ notification email and official correspondence), then the student’s performance should be evaluated the same as other students.  Of course, if other students are offered extra credit assignments or additional points, the student with a disability should too.

**[Syllabus Information regarding Disability Services](https://www.umass.edu/disability/faculty/faculty-handbook)**

Below is the LCN statement for course syllabi.

**Access and Accommodations**:  Your experience in this class is important to me. If you have already established accommodations with Disability Service [Vicky Welge], please communicate with me so that we may implement your approved accommodations in this course.

If you have not yet established services, but have a temporary health condition or permanent disability that requires accommodations (conditions including but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact Vicky Welge at 217-709-0939 or email Vicky at vwelge@lakeviewcol.edu to see if you are eligible for accommodations. Vicky Welge offers resources and coordinates reasonable accommodations for students with disabilities and temporary health conditions.  Reasonable accommodations are established through an interactive process between you, the instructor, and Vicky.  It is the policy and practice of the Lakeview College of Nursing to create inclusive and accessible learning environments consistent with federal and state law.

APPENDIX A



**MEMO OF ACCOMMODATIONS**

**Date**:

**To**:

**From**: Vicky Welge

**Re**: **Term**:

This student presented the office with documentation of a disability which significantly impacts academic performance. The documentation was reviewed and found to meet established guidelines for accommodations. Section 504 of the Rehabilitation Act of 1973 and the American with Disability Act and the Amendment Act requires that Lakeview College of Nursing provide reasonable classroom accommodations to otherwise qualified students who have documented disabilities. Some accommodations may be addressed directly by you with the student. The student will work with you to implement the stated accommodations. This student’s accommodations include:

[ ]  Extended time (exams, quizzes, labs) not to exceed 1 ½ or 2 X

[ ] Reduced distraction environment for examinations, quizzes and/or classroom lecture

[ ] Services of a note taker from students in the class

[ ] Use of tape recorder in the classroom to tape lectures

[ ] Front row/preferential seating

[ ] Other Breaks during testing

 Music during testing

 Reader for exams

 Breaks during class/clinical

 Reasonable modification to the attendance policy

 Sunglasses wore in the classroom and in the clinical when not with patients

 Reasonable modification to exam makeup policy

 Lifting restriction during clinical and/or lab

 Preclinical orientation

 Private room during travel

APPENDIX B

Disability Services

Faculty Feedback

Faculty:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicate completion of each task by placing an X on the line next to the task.

\_\_ Met with the student(s) to create an accommodation implementation plan

\_\_ Notify other faculty members of the accommodation on a need to know basis. As example lab or clinical instructors, or preceptors anyone involved in the teaching of your course.

\_\_ Notified Vicky Welge of concerns related to the implementation of academic accommodations or to determine the individuals who need to know the student’s accommodations

Refer student(s) as needed to Vicky Welge if the student requests additional services.

Faculty Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the bottom of the page to list other problems or concerns that may need to be addressed to ensure accommodations are implemented.

***Return this completed and signed form to Vicky Welge after the end of the first week of the semester.***