

Winona State University Access Services

Faculty Handbook

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WSU Faculty are an integral part of providing academic accommodations to students with disabilities. Winona State faculty and other college officials are expected to provide reasonable accommodation(s) in accordance with official written "Faculty Notice of Eligibility" forms issued by Access Services. You may have gotten a notice from Access Services that a student in your class has a disability, or a student may have disclosed to you that they have a disability, and you're wondering what to do.

What is a Disability?

Under Section 504, a person with a disability is defined as:

- A person is considered to be a person with a disability if he/she is someone with a physical or mental impairment that substantially limits one or more major life activities. This includes care for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
- A person is considered to be a person with a disability if he/she has the disability, has a record of the disability or is regarded as having the disability.

Disability Services Law

"No otherwise qualified handicapped individual in the United States...shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (Section 504 of the Rehabilitation Act of 1973)

Rights and Responsibilities

Students with disabilities have the right to:

- Full and equal participation in the services and activities at Winona State University
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible form

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information
- Demonstrate and/or document how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or question barrier removal.

The University, through faculty and staff, has the right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

The University has the responsibility to:

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law.

Faculty members have the direct responsibility to:

- Be aware of and comply with WSU's policies and procedures for providing academic accommodations.
- Refer students with a disability to Access Services
- Announce to class at the beginning of the semester that students who may need accommodations due to a disability should see you during your office hours to privately discuss their needs or contact Access Services to receive accommodations.
- Include statement on syllabus about [WSU's Commitment to Inclusive Excellence](#).
- Maintain confidentiality of a student's disability.
- Recruit note takers after receiving notice that a student is eligible.
- Provide students' exams to Access Services prior to test time for students who are taking their exams in Access Services.
- Caption all media in your class, especially if you have a student with a hearing loss.

- Contact Access Services at 457-5878 with questions, concerns or clarification if needed.
- Permit the use of approved accommodations. (i.e. recording devices, laptops for notes, sign language interpreters, note takers, etc.)

Syllabus Statement

The following information about WSU's Commitment to Inclusive Excellence and access for students with disabilities should be included on your syllabus each semester:

- **Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.
- **Access statement for students with disabilities:** "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."

What are the most common disabilities at WSU?

Access Services accommodates over 300 students per year. For the last school year, the top three disabilities on campus were ADD/ADHD, psychiatric disabilities such as depression or anxiety, and Learning Disabilities. Instructional strategies and characteristics of disabilities can be found by going to [Disabilities by Type](#).

A student in my class told me they have a disability. What do I do?

You should ask them if they are registered with Access Services. Encourage them to stop in to Maxwell 314 to get registered. You can also email the coordinator of Access Services if you have information that would be helpful.

Can I ask a student to tell me their disability?

No, that information is confidential, and a student does not have to inform the instructor about his or her disability or diagnosis when arranging accommodations. A student may choose to share information about their disability with you, but that is at their discretion. While you should not ask a student what type of disability he or she has, you may ask a student if there is anything you should be aware of.

How do I know who is eligible for services?

Students are eligible for services if they have a verified disability. Students must submit written documentation of their medical or other diagnostic documentation of disability. You will receive an email from Access Services notifying you of a student's eligibility for services. You can always contact Access Services to see if a student is registered with our office.

Do I have to make retroactive accommodations?

If a student discloses that they have a disability partway through the semester, you are not required to accommodate previous work that was already submitted for grading. Students are encouraged to register early in the semester with Access Services so that necessary accommodations can be implemented, and it is the student's responsibility to do so.

Don't accommodations give an unfair advantage to a student?

Students with disabilities may have different learning styles than a traditional student. Accommodations provide **equal** access to students with disabilities to learn in the academic environment.

Who determines what type of accommodations will be provided?

Accommodations are determined by the Access Services Coordinator based on professional documentation of the student's disability.

Do academic accommodations lower the standards for students with disabilities?

No. Academic accommodations are changes to a classroom environment or task that are necessary to provide equal opportunity to qualified students with disabilities. Accommodations are designed to assist students in overcoming functional limitations resulting from their disability. They are not used to lower the standards. Students with disabilities will still be responsible for meeting course and conduct requirements.

Do I have to permit the use of recording devices in the classroom?

Yes, recording class lectures and discussions may be a necessary accommodation for some students. If Access Services approves the use of a recording device for a student, you must allow it. As a general rule, any classroom material which a student typically would take notes on may be recorded. If you are concerned about copyright or academic freedom issues, it would be appropriate for you to work with the Access Services Coordinator and the student to devise a contract which would specify how the recordings may be used and proper disposal procedures.

What if a student with a disability is unable to meet the course requirements, even with accommodations?

Students with disabilities who are unable to meet essential course requirements can be failed, just like any other student.

What if I have a student who is deaf in my class?

A student who is deaf may require the use of an interpreter. Access Services will arrange for an interpreter to be present in the classroom and other class-related activities, such as small groups

or a meeting with a faculty member. Your responsibility is to allow the interpreter to be present in the classroom. You'll need to check to make sure that all video presentations that will be used in the classroom are captioned.

What if I don't agree with one of a student's recommended accommodations?

If you have difficulty with a student's academic accommodations recommended by Access Services staff, you should discuss it with the person who prepared the accommodation letter. If a disagreement about the appropriateness of recommendations continues, talk to the Coordinator. If a problem continues, contact the Director of Affirmative Action or Vice President for Student Affairs.

If a question is related to an academic matter, rather than a specific disability issue, proceed through your regular channels involving department chairs and the responsible dean.

What if a student with a disability is disruptive in class?

A student with a disability should be treated as you would any student who is disruptive in class. All students must adhere to the [student conduct code](#). Feel free to contact Access Services to discuss any concerns you have if you feel their behavior may be related to their disability, or the [Director of Student Conduct and Citizenship](#).

How can I address concerns effectively?

Probably the most effective way to solve problems involves a clear understanding of the problem and expected outcomes. Focus on the issues or concerns that can be addressed and reasons for the choices you make. Keep summary notes on your interactions to more accurately recall the sequence of events related to the situation.

Notetaking

Access Services relies on the use of technology to assist students with their notetaking needs.

Several apps are available at no cost to WSU students to download to their iPads or other tablet devices, such as Notability, Evernote and One Note. Students may record a lecture for future playback.

Students may also check out a Smart Pen from Access Services to assist them if they don't have an iPad. Smart Pens allow the user to take notes while recording a lecture and to easily replay the lecture to review key information.

More specific information on different apps can be found on the [Notetaking page](#).

In some instances, an advance copy of a Power Point presentation would be helpful to a student.

Testing Accommodations:

You may choose to accommodate a student's exam in your department office, a quiet classroom, or other quiet, low-distraction environment. Some professors prefer this so they are available to the student if they have questions.

There are several advantages to accommodating a student in your department:

- Better communication between student and instructor
- Student is able to get questions answered more quickly during an exam.
- Fewer emails and correspondence needed to set up a test.
- Instructors get the exams back immediately.

A student with a disability may also take their exam in Access Services. Private and semi-private rooms are monitored by Access Services staff to ensure the integrity of the exam.

You will receive an email notification 3 days prior to a scheduled exam if a student has signed up to take it in Access Services. You can email the exam as an attachment to dstests@winona.edu with your proctoring instructions or have it hand delivered to Maxwell 314. Campus mail is not recommended.

Any changes to the exam date or time will need your approval. Students are expected to take their exams at the same time as the class, but sometimes that's not always possible, especially for night classes. Students should contact you for permission to take their exams at an alternate time before they sign up.

Students are encouraged to sign up for all their exams at the beginning of the semester according to their syllabi, so they don't forget to do it later. We realize that dates change, but we don't always get notified of them. Therefore, a date on the testing notice that you receive may not be the correct date. Please advise us of the correct date and/or time so we can have the correct information.

Upon completion, the exam will be submitted via D2L, returned to your departmental office or your office, or you may choose to pick it up.

If you do not receive the email notice, you do not need to send an exam. Students are required to sign up at least 3 days in advance of their exam. If they miss the deadline, the student will be directed to take the exam in class. You may still choose to provide them with extended time in a quiet space in your department area or a nearby classroom.

If a student notifies us that an exam has been announced in class with less than 3 days' notice, we will contact you for verification, and will proctor it at the class meeting time. If they just forgot to sign up, we will ask them to take it in class. This is necessary to accommodate over 1000 exams that are taken in Access Services each year.

Captioning Videos

By federal law, students who are deaf or hard of hearing must receive timely equal access to all course material. Watching a video that is not captioned is not equal access. Expecting students to take a video home to watch later is not equal access and expecting students to absorb all that is in a film via a sign language interpreter is not equal access.

We as an institution are legally responsible to make sure all we do is accessible to students with disabilities. Captioned media keeps the University in compliance with the Americans with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act.

It is the responsibility of the department to ensure that materials used in classes are accessible. It is a good practice to have all videos or movie clips captioned, but especially necessary if someone has requested it. Faculty members will be notified if they have a student in their class who has requested captioned media.

Contact Access Services for information on where to get your videos or other media captioned.

Emergency Evacuation for Offices and Classrooms for Students with Disabilities

The following are the University [procedures for evacuation](#) in an emergency from the WSU Security Office. The most important factor in emergency planning for people with disabilities is advanced planning.

In all emergencies after an evacuation is ordered evacuate people with disabilities if possible.

- Do not use elevators, unless directed to do so by police or fire personnel. Elevators can fail in certain situations.
- If situation is life threatening call the police/fire departments immediately (911).
- Check on people with special needs during an evacuation. A buddy system, where people with disabilities arrange for volunteers to alert them and assist them in an emergency is a good method
- Always ask someone with a disability how you can help before attempting any rescue technique or providing assistance. Ask how he or she can best be assisted or moved and whether there are any special considerations or items that need to come with the person.
- If you are unable to evacuate a disabled person contact law enforcement or fire personnel and be able to provide them with the person's location that needs assistance in evacuating.
- **Students should inform faculty members of their special needs regarding evacuation, especially prior to an emergency or disaster.**

Response to emergencies (blindness and visual impairment)

- Offer to lead them out of the building to safety.
- Give verbal instructions about the safest route or direction using compass directions, estimate distances, and directional terms.

- Do not grasp a visually impaired person's arm. Ask if he or she would like to hold onto your arm as you exit, especially if there is debris or a crowd.

Response to emergencies (deafness or hearing loss)

- Get the attention of a person with a hearing disability by touch and eye contact. Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise of safest route or direction by pointing toward exits or evacuation maps.

Response to emergencies (mobility impairment)

- It may be necessary to clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
- If people with mobility impairments cannot exit, they should move to a safer area for example:
 - Most enclosed stairwells
 - An office with the door closed, which is a good distance from the hazard
- Notify police or fire personnel immediately about any people remaining in the building and their locations.
- Police or fire personnel will decide whether people are safe where they are and will evacuate them as necessary.
- If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using an evacuation chair or a carry technique.
- Building Captains when possible will assist in the coordination of evacuations and/or shelter-in-place.

Grievance Process for Students

This grievance process shall apply to situations where a student has followed the established procedures to request accommodations on the basis of disability and the request has been denied or otherwise not provided.

- Written or emailed complaints should be filed within 30 days of the date the incident occurred with the Coordinator of Access Services.
- If an informal resolution is not reached, the student should file a grievance through the University's [Affirmative Action Office](#).
- Students also may file a complaint directly with the [U.S. Department of Education's Office for Civil Rights](#) or with the [Minnesota Department of Human Rights](#). The Statue of Limitations for filing a complaint with the Office for Civil Rights is 180 days from the date the incident occurred.

What is the role of Winona State’s Office of Affirmative Action?

The Affirmative Action Office is responsible for assisting the University to comply with civil/affirmative action laws and regulations, including the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Office supports University programs for access and accommodation. If a problem cannot be resolved through informal investigation, then the Office of Affirmative Action could receive and investigate a formal, written complaint. If resolution cannot be found at Winona State, complaints should contact the U.S. Office for Civil Rights, U.S. Department of Education or the Minnesota Human Relations Commission.

What external agencies can be involved?

The United States Office for Civil Rights (OCR) is the agency responsible for addressing complaints related to discrimination on the basis of disability. According to OCR suggestions, complaints should be sent in writing explaining:

- who was discriminated against;
- in what way;
- by whom or by what institution;
- when the discrimination took place;
- who was harmed;
- who can be contacted for further information;
- names, addresses, telephone numbers of those involved with as much background information as possible.

Complaints must be filed within 180 days of the date of the alleged discrimination unless extensions for good cause have been approved by the Regional Civil Rights Director. The U.S. Office for Civil Rights can be reached by phone at (215) 596-6772 (Voice) or 596-6794 (TTY)

Concerns about issues not specifically related to disability should be addressed with steps available to all. Refer to policies and guidelines under Winona State University Policy of Equal Opportunity.

Universal Design

“Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” (Center for Universal Design). It offers these benefits

- Recognizes the reality of diversity
- Offers content that is represented in multiple ways
- Provides multiple methods for learners to demonstrate understanding
- Takes advantage of multiple ways to engage with the content
- Assumes environment or curriculum is “disabled”, not the learner
- Built right from the start
- Less costly than retrofits
- More efficient than individual solutions
- Benefits more learners

The [Faculty Room](#) at the University of Washington is a space for faculty and administration at postsecondary institutions to learn about how to create classroom environments and activities that maximize the learning of all students, including those with disabilities. It also offers information on faculty rights and responsibilities, disability resources, and strategies as you work with students with disabilities.

Instructional strategies for students with disabilities

You may find some of the following strategies helpful for working with students with disabilities.

Instructional Strategies for a student with an Acquired Brain Injury:

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."
- Keep instructions as brief and uncomplicated as possible. Repeat exactly without paraphrasing.
- Assist the student in finding effective peer notetakers from the class.
- Allow the student to record lectures.
- Clearly define course requirements, the dates of exams, and when assignments are due. Provide advance notice of any changes.
- Present lecture information in both an auditory and visual formats (e.g. chalkboard, overheads, PowerPoint slides, handouts, etc.).
- Use more than one way to demonstrate or explain information.
- Have copies of the syllabus ready no less than six weeks prior to the beginning of the semester so textbooks can be converted to alternate formats.
- When teaching, state objectives, review previous lessons and summarize periodically.
- Allow time for clarification of directions and essential information.
- Provide study guides or review sheets for exams.
- Provide alternative ways for students to perform tasks (e.g., substituting oral for written work).
- Provide assistance with proofreading written work. Stress organization and ideas rather than mechanics when grading in-class writing assignments.
- Allow the use of spell-check and grammar-assistive devices when appropriate to the course.
- Allow use of memory aids on exams if it does not alter the content of what is being evaluated.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.

Instructional strategies for students with ADD/ADHD

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."
- Keep instructions as brief and uncomplicated as possible. Repeat exactly without paraphrasing.
- Assist the student in finding effective peer note takers from the class.
- Allow the student to record lectures.

- Clearly define course requirements, the dates of exams, and when assignments are due. Provide advance notice of any changes.
- Present lecture information in both an auditory and a visual format (e.g. chalkboard, overheads, PowerPoint slides, handouts, etc.).
- Use more than one way to demonstrate or explain information.
- Have copies of the syllabus ready no less than six weeks prior to the beginning of the semester so textbooks can be converted in as timely a manner as possible.
- When teaching, state objectives, review previous lessons and summarize periodically.
- Allow time for clarification of directions and essential information.
- Provide study guides or review sheets for exams.
- Provide alternative ways for the students to do tasks (e.g., substituting oral for written work).
- Refer the student to the Writing Lab for help in proofreading written work. Stress organization and ideas rather than mechanics when grading in-class writing assignments.
- Allow the use of spell-check and grammar-assistive devices when appropriate to the course.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.

Instructional Strategies for students with Asperger's Syndrome

- Clearly define course requirements, the dates of exams and when assignments are due. Provide advance notice of any changes.
- Teach to generalize and to consolidate information.
- Go for gist, meaning and patterns. Don't get bogged down in details.
- Use scripts and teach strategies selectively.
- All expectations need to be direct and explicit. Don't require these students to "read between the lines" to glean your intentions. Don't expect the student to automatically generalize instructions. Provide direct feedback to the student when you observe areas of academic difficulty.
- Encourage use of resources designed to help students with study skills, particularly organizational skills.
- Avoid idioms, double meaning and sarcasm, unless you plan to explain your usage.
- If the student has poor handwriting, use of a computer may be easier for them.
- Use the preoccupying interest to help focus/motivate the student. Suggest ways to integrate this interest into the course, such as related paper topics.
- The setting for tests should account for any sensitivity to sound, light, touch etc.

Instructional Strategies for students with a Hearing Loss

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."
- Circular seating arrangements offer students who are deaf or hard of hearing the best advantage for seeing all class participants.
- When using a FM wireless assistive listening device (ALD) for group discussion it would be helpful to pass the microphone around to the class members who are speaking.

- When desks are arranged in rows, keep front seats open for students who are deaf or hard of hearing and their interpreters.
- Repeat the comments and questions of other students, especially those from the back rows. Acknowledge who has made the comment so students who are deaf or hard of hearing can focus on the speaker.
- When appropriate, ask for a hearing volunteer to team up with a student who is deaf or hard of hearing for in-class assignments.
- Assist the student in finding effective peer note takers from the class.
- If possible, provide transcripts of audio information.
- Most videos produced in recent years are closed-captioned for the hearing impaired. Be sure to arrange for a video monitor that is capable of displaying the closed-captioning. Familiarize yourself with the controls for turning on the captions. Older videos may lack captioning. These videos may need to be captioned or a script needs to be prepared in advance to allow the hearing-impaired student access to the material.
- Allow several moments extra for oral responses in class discussions.
- In small group discussions, allow for participation by students with hearing impairments.
- Face the class while speaking; if an interpreter is present; make sure the student can see both you and the interpreter.
- If there is a break in the class, get the attention of the student who is deaf or hard of hearing before resuming class.
- People who are deaf or hard of hearing often use vision as a primary means of receiving information. Captioned videos, overheads, diagrams, and other visual aids are useful instructional tools for students with hearing impairments.
- Be flexible: allow a student who is deaf to work with audiovisual material independently and for a longer period of time.
- When in doubt about how to assist the student who is deaf or hard of hearing, ask him or her as privately as possible without drawing attention to the student or the disability.
- Allow the student who is deaf or hard of hearing the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class.)

Instructional Strategies for a student with a Learning Disability

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."
- Keep instructions as brief and uncomplicated as possible. Repeat exactly without paraphrasing.
- Assist the student in finding effective peer notetakers from the class.
- Allow the student to tape record lectures.
- Clearly define course requirements, the dates of exams, and when assignments are due. Provide advance notice of any changes.
- Present lecture information in both an auditory and visual format (e.g. chalkboard, overheads, PowerPoint slides, handouts, etc.)
- Use more than one way to demonstrate or explain information.
- Have copies of the syllabus ready no less than six weeks prior to the beginning of the semester so textbooks can be converted to auditory format in a timely manner.

- When teaching, state objectives, review previous lessons and summarize periodically.
- Allow time for clarification of directions and essential information.
- Provide study guides or review sheets for exams.
- Provide alternative ways for the students to do tasks (e.g. substituting oral for written work).
- Provide assistance with proofreading written work.
- Stress organization and ideas rather than mechanics when grading in-class writing assignments.
- Allow the use of spell-check and grammar assistive devices when appropriate to the course.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.

Instructional Strategies for a Student with Loss of Mobility

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."
- If necessary, arrange for a room change to an accessible classroom.
- If possible, try not to seat wheelchair users in the back row. Move a desk or rearrange seating at a table so the student is part of the regular classroom seating.
- Height of tables should permit wheelchair access. Tables can be easily raised using blocks of wood under the legs.
- Make field trip arrangements early and ensure that accommodations will be in place on the given day (e.g. transportation, site accessibility).
- Make sure accommodations are in place for in-class written work (e.g. allowing the student to use a scribe, to use assistive computer technology, or to complete the assignment outside of class).
- Be flexible with deadlines. Assignments that require library work or access to sites off-campus will consume more time for a student with mobility impairment. Student with chronic and medicated pain may need extended time or additional explanations of material covered in class or pending assignments.
- Students using wheelchairs or other utility devices may encounter obstacles to getting to class on time. Others may have periodic or irregular difficulties, either from their disability or from medication. Faculty can help by being flexible in applying attendance and promptness rules to such students.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.
- Allow the student the anonymity afforded other students (i.e. avoid pointing out the student or the alternative arrangements to the rest of the class).

Instructional Strategies for a student with a Psychiatric Disability

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."

- Spend extra time with the student, when necessary, and assist the student in planning assignment sub-phases and in time management by scheduling follow up at specified intervals.
- Be flexible with deadlines. A written agreement specifying the accommodative extension is helpful in most cases.
- Allow the student to tape record lectures.
- Assist the student in finding effective peer notetakers from class.
- Clearly define course requirements, the dates of exams, and when assignments are due. Provide advance notice of changes.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.

Instructional strategies for a student with a Systemic Disability

Systemic disabilities often require instructional strategies similar to those listed for other disabling conditions. The use of such strategies will depend on how the disability is manifested. Faculty members who would like more information about instructional strategies for students with chronic illnesses should contact Access Services at 507-457-5878.

Instructional Strategies for a student with Vision Loss:

- Include a disability access statement in the course syllabus such as: "To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services as soon as possible by calling 507-457-5878 or emailing access@winona.edu."
- It would be helpful to have copies of the syllabus and reading assignments ready no less than six weeks prior to the beginning of classes so documents are available for timely translation into alternative formats.
- Provide vision-impaired students with materials in alternative formats at the same time the materials are given to the rest of the class. The accommodation letter will specify what format is appropriate.
- Make sure D2L course materials are accessible to the student.
- Repeat aloud what is written on the board or presented on overheads and in handouts. Pace the presentation of material. If referring to a textbook or handout, allow time for students to find the information.
- Allow students to tape lectures.
- When appropriate, ask for a sighted volunteer to team up with a vision-impaired student for in-class assignments.
- Keep a front row seat open for a student with low vision. A corner seat would be especially convenient for a student with a guide dog.
- Assist the student with finding an effective peer notetaker from the class.
- Make field trip arrangements early and ensure that accommodations will be in place on the given day (e.g., transportation, site accessibility).
- Be flexible with deadlines if assignments are held up by the document conversion process.
- Students who are blind may have difficulty moving about campus and are often dependent upon others for transportation. Be flexible in applying promptness rules to students who are blind.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.

- Allow the student the anonymity afforded other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).

These guidelines were adapted from guidelines used by the [Division of Disability Resources & Educational Services](#) at the University of Illinois at Urbana-Champaign.

University Policy on Disability Accommodations

In accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Winona State University endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in University programs or services, the department or agency responsible for the program or service to which the individual requires access will work with Access Services and appropriate federal and state agencies to ensure that reasonable accommodations are made.

The student requiring special accommodation or auxiliary aids must make application for such assistance through Access Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested.

The University assumes no responsibility for personal assistance necessary for independent living or for specialized medical care. Students requiring personal attendants or mobility assistants must employ such persons at their own expense before completion of registration. Students requiring specialized medical care above and beyond that ordinarily offered through the Student Health Center should be prepared to bear the expense of this care through a general hospital or a private physician/clinic of their choice.

The cooperation and support of all faculty and staff members is necessary in implementing and maintaining this policy, and in this regard, physical access to at least one section of course offerings must be provided as necessary; academic requirements which have not been demonstrated as essential to the program of instruction being pursued nor to any directly related licensing requirement are subject to reasonable modification (such as extension of time limits, substitutions, adaptations in format or presentation, etc.); and auxiliary aids must be permitted when they are required to ensure full participation and equal educational opportunity for student with a disability.

Questions or concerns about discrimination on the basis of disability or about equal educational opportunities for persons with disabilities should be directed to Nancy Dumke, Access Services Coordinator, Maxwell Hall, 314.

ACCESS SERVICES AND THE ADA

Section 504, Rehabilitation Act of 1973 (Public Law 93-112 and subsequent regulations) has several sections which deal specifically with academic accommodations. Part 104.43, Treatment of Students, states:

- No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training,... counseling,... physical education,... or other post-secondary education program or activity.

The regulations require that students must be educated in the most integrated setting appropriate to the individual's needs.

Part 104.44, Modification of Requirements, requires that modifications must be made to academic requirements to ensure that they do not discriminate against a qualified student with a disability.

Academic requirements, which can be demonstrated to be essential to the program of instruction being pursued [i.e. to the degree] or to any directly related licensing requirement, are not considered discriminatory. Modifications such as changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted may be necessary.

The regulations further require that tape recorders, guide dogs, brailers, interpreters, notetakers, or other "aids or adaptations which may be necessary to provide equality of access may not be prohibited from the classroom." Course examinations or other evaluations must be provided by methods or in formats which will best ensure that the results of the evaluation represent the student's achievement in the course, rather than reflecting the impairment.

Finally, the regulations require that "auxiliary aids or adaptations must be provided to ensure participation of students with impaired sensory, manual or speaking skills in classroom instruction or to ensure that such students are able to benefit from the instruction." These may include taped textbooks, readers, interpreters, notetakers, typewritten transcripts, adapted equipment, or other effective methods of making classroom presentations accessible to the student. The institution has flexibility in choosing the methods by which the aids will be supplied and can opt to use resources already available through state vocational rehabilitation agencies, private charitable organizations, textbook taping services, etc. Within the classroom, partnering the student with a classmate for lab situations and using volunteer notetakers, etc., are legitimate methods of making accommodation. It is not necessary to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

The Americans with Disabilities Act of 1990, signed by President Bush in July, is a civil rights act enlarging the scope of Section 504. It protects individuals with disabilities from discrimination by certain employers, by providers of public services (such as housing, transportation, communication), and by States, agencies, political subdivisions of States, or boards, commissions or other instrumentalities of States and political subdivisions. It provides legal recourse whenever persons with disabilities are denied equal opportunity to gain the same benefit, obtain the same result, or reach the same level of achievement as individuals who are nondisabled in the most integrated setting appropriate to the individual's needs. Qualification standards, selection criteria, performance standards or eligibility criteria that exclude or deny services, programs, activities, benefits, jobs or other opportunities to an individual with a disability must have been demonstrated to be both necessary and substantially related to the ability of an individual to perform or participate or take

advantage of the essential components of the particular program, activity, job or other opportunity. These standards must be detailed in writing and available to the general public for viewing (Title II, ADA, Sec. 35; 106).

The Rehabilitation Act Amendments (Section 508)

On August 7, 1998, President Clinton signed into law the Rehabilitation Act Amendments of 1998 which covers access to federally funded programs and services. The law strengthens section 508 of the Rehabilitation Act and requires access to electronic and information technology provided by the Federal government. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Federal agencies must ensure that this technology is accessible to employees and members of the public with disabilities to the extent it does not pose an "undue burden." Section 508 speaks to various means for disseminating information, including computers, software, and electronic office equipment. It applies to, but is not solely focused on, Federal pages on the Internet or the World Wide Web. It does not apply to web pages of private industry.

The Board is responsible for developing accessibility standards for such technology for incorporation into regulations that govern Federal procurement practices. The net result will be that Federal agencies will have to purchase electronic and information technology that is accessible except where it would cause an "undue burden." The law also provides a complaint process under which complaints concerning access to technology will be investigated by the responsible Federal agency.

RATIONALE FOR DOCUMENTATION

Individuals with disabilities who attend or plan to attend a post-secondary institution in Minnesota may need reasonable accommodations or auxiliary aids in order to have equal access to the programs and services offered. Students who need accommodations are responsible for requesting these services from and for meeting with the Access Services Coordinator for the following reasons:

- To provide documentation that supports the request for services
- To discuss the request, the nature of their disabilities, and past experiences.

These documentation guidelines have been provided to assist students in obtaining appropriate documentation from qualified professionals. Appropriate documentation of a disability is only one part of determining necessary accommodations. The provision of appropriate documentation to an institution helps students educate appropriate staff and faculty about the impact of their disabilities, needs, and potential accommodations. Institutions may request documentation for the following reasons:

- To verify the existence of a disability;
- To assist in the collaborative determination of individual needs and eligibility for auxiliary aids and services to minimize the impact of the disability;
- To personalize students' rights to equal access to their institutions.