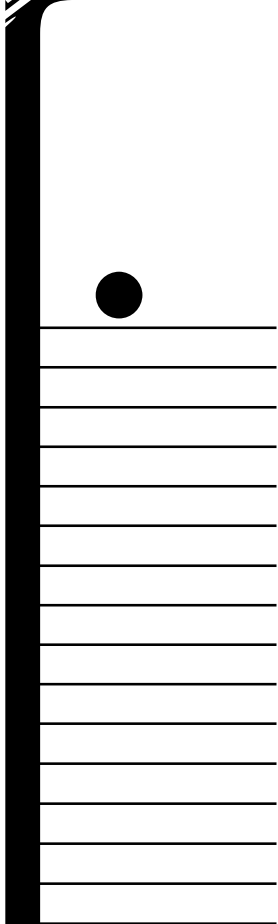


FACULTY-STAFF GUIDE TO THE ADA

at the University of West Florida

Teaching Students with Disabilities
Americans with Disabilities Act
Reasonable Accommodation

The University of West Florida actively promotes equal employment opportunity, equal access, equal educational opportunity, and non-discrimination in the provision of educational and other services to the public. This policy applies to all faculty, staff, students and outside contractors.



Acknowledgments

Portions of this guide are reprinted, with permission, from: (1) *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities* published by the Professional Staff Congress (AFT Local #2334) the union representing the instructional staff of the City University of New York

(2) *Reasonable Accommodations Faculty Guide: Teaching College Students with Disabilities and Accommodating Faculty with Disabilities* produced by the Americans with Disabilities Act Office at the University of Florida.

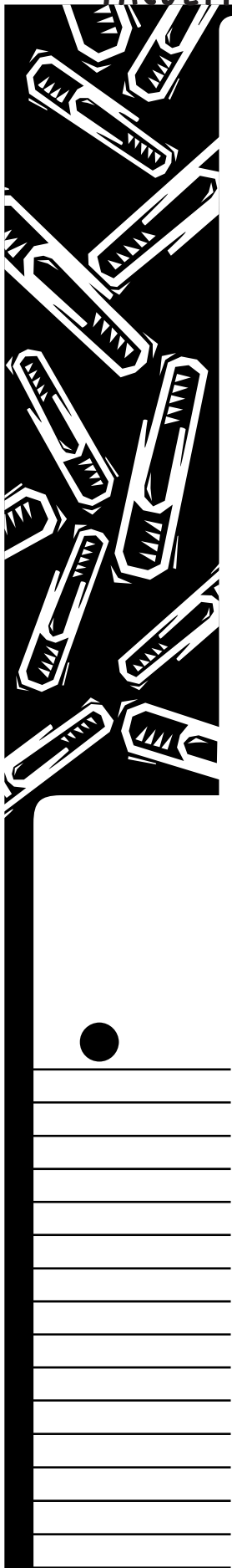


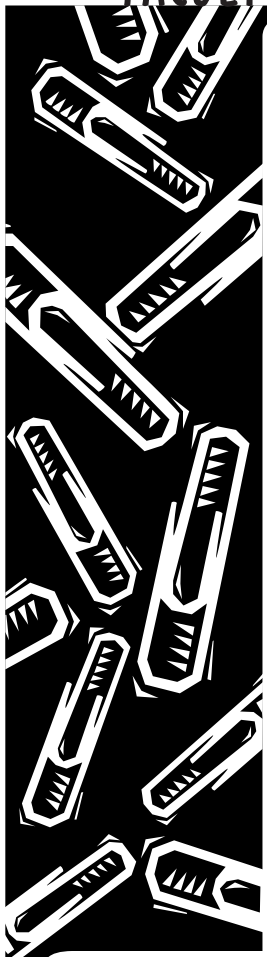
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OVERVIEW

Students bring a unique set of strengths and experiences to the University, and students with disabilities are no exception. While many learn in different ways, their differences do not imply inferior capabilities. There is no need to dilute curriculum or to reduce course requirements for the disabled student.

However, special accommodations may be needed, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by drawing upon the student's own prior learning experiences, using available college and department resources, and collaborating with the campus coordinator of Student Disability Resource Center.

Specific suggestions for teaching disabled students will be offered in the sections devoted to each disability. Here are some general considerations:

IDENTIFYING THE DISABLED STUDENT

Determining that a student has a documented disability may not always be a simple process. Visible disabilities are noticeable through casual observation—an immediately recognizable physical impairment, for example, or the use of a cane, a wheelchair or crutches.

Other students have what are known as hidden disabilities, such as hearing deficits, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease, and psychiatric or seizure disorders, all of which

are usually not apparent.

Many students have multiple disabilities, which are caused by primary conditions such as muscular dystrophy, cerebral palsy, or multiple sclerosis. Depending on the nature and progression of the illness or injury, it may be accompanied by a secondary impairment—in mobility, vision, speech, or coordination—which may, in fact, pose greater difficulties.

Some disabled students will identify themselves by contacting the Office of Student Disability Resource Center (SDRC) and their instructors before or early in the semester. Others, especially those with "hidden" disabilities, may not—because of shame, their distaste for pity, or their fear of disbelief by others either about the legitimacy of their problem or the need for accommodation. Such students, in the absence of instructional adjustment, may run into trouble in their college work. In a panic they may self-identify just before an examination and expect instant attention to their needs.

Each faculty member should make an announcement at the beginning of the term inviting students with disabilities to schedule appointments. If a faculty member suspects that a student has a disability, discuss the question with the student. Such an approach may be awkward initially, but the end result will be extremely beneficial if the student's condition is made known at the very outset.

When a disability is identified, it should be verified and discussed with UWF's coordinator of Student Disability Resource Center.

DIVIDING THE RESPONSIBILITIES

To the extent manageable, disabled students bear the primary responsibilities, not only for identifying their disabilities, but for making necessary adjustments to the learning environment—for reading and taking notes, for example. For testing arrangements and the use of department resources, accommodation by the faculty member is vital.

FACULTY-STUDENT RELATIONSHIPS

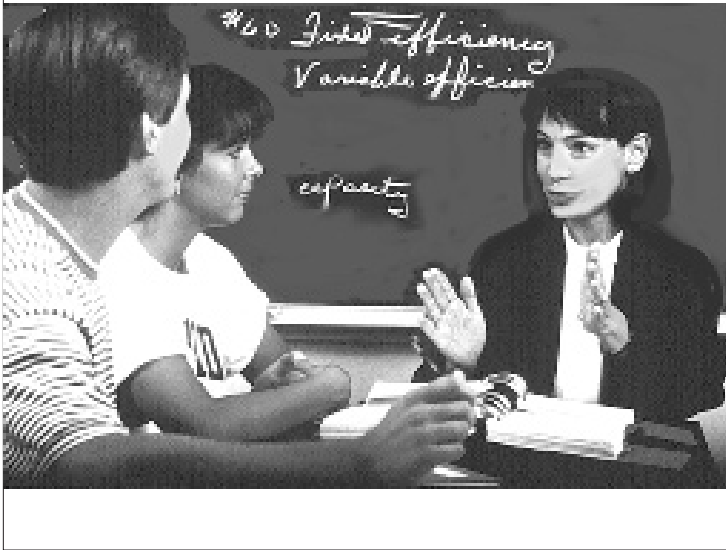
Dialogue between the student and instructor is essential early in the term, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing the student's disabling condition as it relates to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," "see," or "walk." However, care should be taken to avoid generalizing a particular limitation to other aspects of a student's functioning. Often, for example, people in wheelchairs are spoken to very loudly, as if they were deaf. The disabled student will probably have had some experience with the kind of initial uneasiness you may bring to the relationship. The student's own suggestions, based on experience with the disability and with school work, are invaluable in accommodating disabilities in college.

In evaluating requested accommodation or program modification, key questions to be considered are

(a) Is the request reasonable and appropriate?

(b) Will it require a fundamental program or academic

Faculty should not feel apprehensive about discussing the student's disabling condition as it relates to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," "see," or "walk."



standard alteration?

(c) Does the person have a documented disability?

Faculty may wish to consult with their department chair, dean, or Student Disability Resource Center in considering these key issues.

ATTENDANCE AND PROMPTNESS

The student using a wheelchair or other assistive devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or irregular curtailments of functioning, either from their disability or from medication. Flexibility in applying attendance and promptness rules to such students would be helpful.

CLASSROOM ADJUSTMENTS

A wide range of disabled students may be served in the classroom by making book lists available prior to the beginning of the term, by

thoughtful seating arrangements, by speaking directly toward the class, and by writing key lecture points and assignments on the blackboard.

FUNCTIONAL PROBLEMS

In addition to the adjustments that will be discussed in detail for each category of disability, some understanding is required in coping with more subtle and sometimes unexpected manifestations of disability. Chronic weakness and fatigue characterize some disabilities and medical conditions. Drowsiness, fatigue or impairments of memory or speech may result from prescribed medications. Such curtailments of functioning and interferences with the student's ability to perform should be distinguished from the apathetic behavior it may resemble.

NOTE TAKING

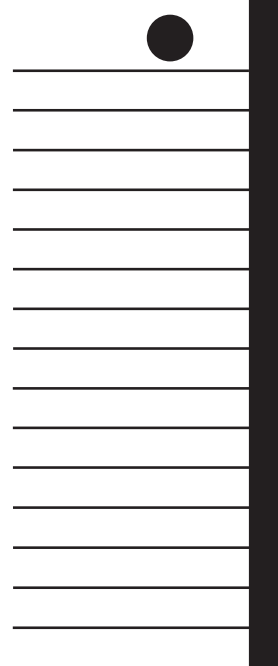
Students who cannot take notes or have difficulty tak-

ing notes adequately would be helped by allowing them to tape record lectures, by permitting them to bring a note-taker to class, by assisting them in borrowing classmates' notes, or by making an outline of lecture materials available to them. An example of possible solutions would be asking students on the first day of class if some of them would be willing to tape record the textbook for your class for a visually impaired student.

TESTING AND EVALUATION

Depending on the disability, the student may require the administration of exams orally, the use of computers, readers and/or scribes, extensions of time for the duration of exams, a modification of the test formats or, in some cases, make-up or take-home exams. For out-of-class assignments, the extension of deadlines may be justified. The objective of such special considerations is always to accommodate the student's learning differences, not to water down scholastic requirements. The same standards should be applied to disabled students as to all other students in evaluation and assigning grades.

Remember you are testing the students ability—not their disability!





DISABLING MYTHS

The first step in dealing with disabled students seems obvious: treat them, simply, as students. After all they come to the university for the same reasons others do and they bring with them the same range of intelligence and scholastic skills. Yet these truisms are easier said than acted upon. Our best intentions often run into attitudes that dramatically distort our relations with the disabled.

Among them are these:

The Myth of the Helpless Invalid, which manifests itself in excessive deference and solicitousness.

The Myth of the Heroic Cripple, which places the disabled on a pedestal, making it difficult for him or her to assimilate and to function.

The Myth of the Invisible Untouchable, which avoids and denies the existence of the disabled person.

The "Spread" Phenomenon, which generalizes from a single disability and assumes there are also intellectual, social and other physical deficits.

Such attitudes may be natural and innocent, deriving as they do from fears, guilt, and inexperience with the disabled. But as forms of prejudice they can be devastating to the disabled person. They reduce our expectations of the individual's performance. They define the person by the disability, as if it comprises the entirety of his or her being. They lead us to isolate and segregate the disabled, hurt their pride and damage their confidence.

The wrong attitudes can

be more disabling than any handicap. Stereotyping prevails no more on campus than it does in the larger society. In higher education, though, it perpetuates the prejudicial treatment suffered by the disabled elsewhere. It may also undermine their scholastic performance and reinforce the negatives they are trying to surmount at critical junctures in their lives. As prophecy it can fulfill itself.

Revising our perceptions and attitudes, then, is the first step. In accommodating students who present themselves, learn or perform in ways that are different from others, it is vital to remember that their similarities with others are much more significant.

People with disabilities prefer that the focus be on their individuality, not their disability. The term "handicapped" is no longer used and should be avoided. The terms "able-bodied," "physically challenged" and "differently abled" are also discouraged.

Never use the article THE with an adjective to describe people with disabilities. The preferred usage, "people with disabilities," stresses the essential humanity of individuals and avoids objectification. Alternatively, the term "disabled people" is acceptable, but note that this term still defines individuals as disabled first, and people second.

A person in a wheelchair is a "wheelchair user," or "uses a wheelchair." Avoid terms that define the disability as a limitation such as "confined to a wheelchair" or "wheelchair-bound." A wheelchair liberates; it doesn't confine.

RESPONSIBILITY FACULTY RESPONSIBILITY

Faculty members are usually the first to know that a student with a disability is in class. Students with disabilities are NOT required to register with any agency on campus. However, when requesting specific classroom accommodations, as a result of a disability, they are required to register with Student Disability Resource Center (SDRC) in Building 21.

It is at the point of any initial request by a student, that the student should be referred to SDRC. SDRC encourages all faculty to work with any student, whatever the situation. However, it is ultimately better for all parties that a student with a disability be referred to SDRC for support.

Once referred, the process of determining whether the student meets state and federal guidelines for a specific disability can only be made by SDRC. As previously mentioned, Student Disability Resource Center is the only agency designated to keep records of a student's disability. The letter of accommodation that a student provides is the letter of record verifying that the student is registered as a student with a disability.

STUDENT RESPONSIBILITY

Students with disabilities are responsible for ensuring that the university, and fac-

ulty members in particular, are aware of disabilities that require accommodations in the educational process. Students with disabilities should contact Student Disability Resource Center Office (SDRC), as it is the designated campus agency responsible for classroom accommodation.

After providing appropriate documentation of the disability requiring accommodation and consulting with the SDRC coordinator, the student is registered with SDRC. The student should then contact

and provide faculty members early in each semester, a letter from SDRC informing faculty members of necessary specific adaptations. Students are responsible for requesting accommodations in a timely manner so faculty may plan for those accommodations.

Faculty members are encouraged to work with all students, but when accommodating a student with a disability, all faculty members are encouraged to refer students to SDRC in Building 21 (474-2387).

Students with disabilities must maintain the same responsibility for their education as students who are non-disabled. This includes maintaining academic levels, attending class, appropriate behavior and timely notification of any special needs.

TEACHING THE LEARNING DISABLED STUDENT

A learning disability (LD) is any of a diverse group of conditions that cause significant difficulties in perception, either auditory, visual and/or spatial. Of presumed neurological origin, they cover disorders that impair such functions as reading (dyslexia), writing (dysgraphia) and mathematical calculation (dyscalculia). They vary widely within each category in the patterns they exhibit.

A learning disability may exist in the presence of average to superior intelligence and adequate sensory and motor systems, as evidenced by the extraordinary achievements of numerous people with learning disabilities. But the condition has only recently been identified and it still often goes undiagnosed. That is why it is often misapprehended by the learning disabled themselves, as well as others—as intellectual deficiency, which it emphatically is not.

In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability. A diagnosis of learning disability will emerge

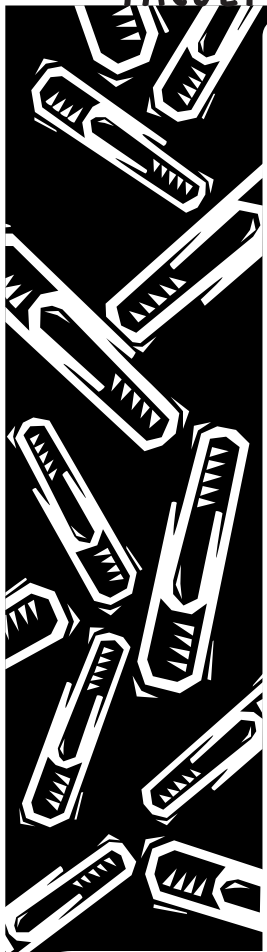
Section 504 The Rehabilitation Act of 1973

No otherwise qualified handicapped individual...shall, solely by reason of his 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.

...as seen by a dyslexic

**No oderwiz kalifid handicap individu... shl soly by risan of his handicap be eklud from the paticipash in, be denid binitif of, of be sujeted two dikremnashon ender an procrim or aktviti recevng binanshal esistens.
Section 504 The Rehabilitation Act of 1973**





from a battery of aptitude and academic achievement tests. This documentation is required not only to establish the need for special services but also to determine the kind of special services that are indicated. Students who are believed to have a learning disability that has not been previously or reliably identified should be referred to the coordinator.

While a learning disability cannot be “cured,” it can be surmounted through instructional intervention and compensatory strategies. In general, a *variety* of instructional modes enhances learning for students with learning disabilities, as for others, by allowing them to master material that may be inaccessible in one particular form.

In dealing with a student with a learning disability, it is important to identify the *nature* of the disability in order to determine the kind of strategies that might accommodate it. Drawing upon the student’s own experience offers invaluable clues to the types of adaptation that work. Once the student and the nature of the disability are known, these strategies may help.

AUDITORY PROCESSING: Some students may experience difficulty integrating information presented orally, hindering their ability to follow the sequence and organization of a lecture.

- Provide students with a course syllabus at the start of the semester.
- Outline class presentations and write new terms and key points on the chalkboard.

EVALUATION STRATEGIES

- Allow students to take examinations in a separate, quiet room with a proctor. Students with learning disabilities are especially sensitive to distractions.
- Grant time extension on exams and written assignments when there are significant demands on reading and writing skills.
- Avoid overly complicated language in exam questions, and clearly separate them in their spacing on the exam sheet. For a student with perceptual deficits who has difficulty in transferring answers, avoid using answer sheets, especially computer forms.
- Try not to test on material just presented since more time is generally required to assimilate new knowledge.
- Permit the use of a dictionary, computer spell checks, a proofreader or, in mathematics and science, a calculator. In mathematics, the student may understand the concept, but may make errors by misaligning numbers or confusing arithmetical facts.
- When necessary, allow students to use a reader, scribe, word processor, tape recorder or typewriter.
- Consider alternative test designs. Some LD students may find essay formats difficult, and a perceptually impaired student will always have trouble with matching tests.
- Consider alternative or supplementary assignments that may serve evaluation purposes, such as taped interviews, slide presentations, photographic essays, or handmade models .

- Repeat and summarize segments of each presentation and review its entirety.
- In dealing with abstract concepts, paraphrase them in specific terms, and illustrate them with concrete examples, personal experiences, hands-on models, and such visual structures as charts and graphs.

READING may be slow and deliberate and comprehension may be impaired for the LD student, particularly when dealing with large quantities of material. For such a student, comprehension and speed are expedited dramatically with the addition of auditory input.

- Make required book lists available prior to the first day of class to allow students to begin their reading early or to have texts put on tape.
- Provide students with chapter outlines or study guides that cue them to key points in their reading.
- Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.

MEMORY or sequencing difficulties may impede the student's execution of complicated directions.

- Keep oral instructions concise and reinforce them with brief cue words.
- Repeat or re-word complicated directions.

NOTE-TAKING: Some students with learning disabilities need alternative ways to take notes because they cannot write effectively or assimilate, remember and organize the material while

listening to a lecture.

- Allow note-takers to accompany the student to class.
- Permit tape recording or make faculty notes available for material not found in texts or other accessible sources.
- Assist the student, if necessary, in arranging to borrow classmates' notes.

PARTICIPATION: It is helpful to determine the student's ability to participate in classroom activities. While many LD students are highly articulate, some have severe difficulty in talking, responding, or reading in front of groups.

SPECIALIZED LIMITATIONS: Some LD students may have poor coordination or trouble judging distance or differentiating between left and right. Such devices as demonstrations from the student's right-left frame of reference and the use of color codes or supplementary symbols may overcome the perceptual problem.

The **SCIENCE LABORATORY** can be especially overwhelming for LD students. New equipment, exact measurement and multi-step procedures may demand precisely those skills that are hardest for them to acquire.

- An individual orientation to the laboratory and equipment can minimize student anxiety.
- The labeling of equipment, tools and materials is helpful.
- The student's use of cue cards or labels designating the steps of a procedure may expedite the mastering

of a sequence.

- Specialized adaptive equipment may help with exact measurements.

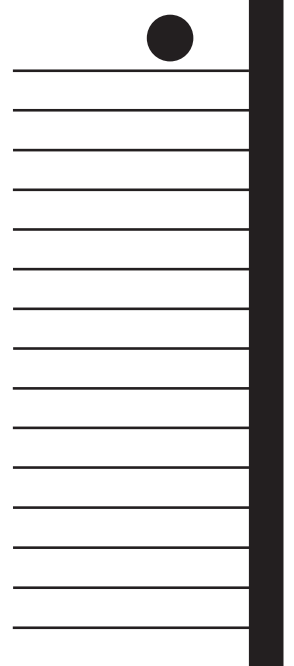
BEHAVIOR: Because of perceptual deficiencies, some LD students are slow to grasp social cues and respond appropriately, they may lack social skills, or they may have difficulty sustaining focused attention. If such a problem results in classroom interruptions or other disruptions, it is advisable to discuss the matter privately with the student or with the coordinator.

EVALUATION: A learning disability may affect the way a student should be evaluated. If so, a special arrangement may be necessary.

TEACHING STUDENTS WITH HEARING IMPAIRMENTS

Hearing impairments are the greatest chronic physical disability in the United States. Approximately 19 million Americans have some hearing loss, which may range from a slight deficiency to deafness, which afflicts two million.

The age of onset generally determines the profundity of the disability. Those who are born deaf or suffer a hearing loss at an early age, especially in the pre-lingual stage, have





the most severe disabilities. Because they do not hear language, their limitations generally extend beyond hearing to speaking and reading.

For the hearing-impaired who can speak, vocal control is often marred, distorting their tone, volume, and/or articulation. For the many who use sign language, English is a "second" language and may therefore be faulty in all their communications. These secondary effects of hearing impairment need to be understood as physical disabilities rather than as mental or intellectual weaknesses.

Hearing-impaired people use a variety of devices to help them improve their aural capacity or substitute for it. Many use lip reading but, by itself, they can comprehend only 30 to 40 percent of spoken English even when the skill is highly developed. Those with a sufficient degree of residual hearing are helped by the amplification provided by hearing aids, which include public address systems and transmitter-receiver systems with a clip-on microphone for the speaker. The main form of communication for the profoundly deaf is sign language. Students who must rely on *sign language* need an *interpreter*, who either "mouths" what is being said, translates it into sign language, or does both.

In working with a student who has a hearing impairment, the professor must first determine the nature and degree of disability and the type of assistance the student usually employs. This is difficult if the disability is "hidden" and the student is reluctant to acknowledge it. Some indications of impairment may be

the student's straining to hear, loud or distorted speech, and consistent failure to respond. Once the disability is properly identified and discussed, with the help of the SDRC coordinator if necessary, classroom strategies and adjustments may effectively help the student function successfully in the college classroom.

Here are some general suggestions that will help the instructor teach the hearing-impaired:

- **Repeat the questions and remarks of other people in the room.**
- **Use the chalkboard to reinforce spoken presentations to the extent practicable.**
- **Assist the student in identifying a note-taker and, if necessary in the laboratory, a partner.**
- **When possible, provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials.**
- **Do not hesitate to communicate with the student in writing when conveying important scheduling information or when other occasions call for it.**
- **If the student has language difficulties, allow extended time for reading assignments and examinations.**

TEACHING STUDENTS WITH PHYSICAL IMPAIRMENTS

A wide range of conditions may limit mobility and/or hand function. Among the most common permanent disorders are such musculoskeletal disabilities as partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis, and cerebral palsy.

Additionally, respiratory and cardiac diseases, which are debilitating, may consequently affect mobility. Any of these conditions may also impair the strength, speed, endurance, coordination, and dexterity that are necessary for proper hand function.

While the degree of disability varies, students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests.

GETTING TO AND FROM CLASS

Physical access to classrooms is a major concern of students with mobility limitations. Those who use wheelchairs, braces, crutches, canes or prostheses, or who fatigue easily, find it difficult moving about, especially within the time constraints imposed by class schedules. Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather or elevator or wheelchair breakdown. Getting *from* class may pose similar problems especially in cases of emergency.

IN CLASS

Some courses and classrooms present obstacles to the full participation of mobility impaired students. In seating such students, every effort ought to be made to integrate them into the class. Relegating them to a doorway, a side aisle or the back of the room should be avoided. Even such apparently insurmountable barriers as fixed seating may be overcome by arranging for a chair to be unbolted and removed to make room for a wheelchair.

Laboratory stations too high for wheelchair users to reach or transfer to, or with insufficient under-counter knee clearance, may be modified or they may be replaced by portable stations. Otherwise, the assistance of an aide to follow the student's lab instructions may be necessary.

OUT OF-CLASS ASSIGNMENTS

For mobility-impaired and hand function-impaired students, the use of the library for reading or research assignments may present obstacles.

Arrangements for assistance with library personnel may have to be made for access to card catalogues, book shelves, and microfiche and other equipment, or for manipulating the pages of publications.

Because the completion of required work may thus be delayed, the extension of deadlines and the employment of "Incomplete" grades may be appropriate. Off-campus assignments and field work may pose similar problems of access to resources. Instructors should consider such expedients as advance notice to students who rely on special transportation, the extension of deadlines and alternative assignments.

ACCOMMODATION FOR PHYSICALLY IMPAIRED STUDENTS

- Consider the accessibility factor before or early in the semester and discuss it with the student and, if necessary, the coordinator.
- Be prepared to arrange for a change of classroom or building if no other solution is possible.
- Familiarize yourself with the facility's emergency evacuation plan and assure that it is manageable for the mobility impaired student.
- Permit the use of a note-taker or tape recorder.
- Team the student with a laboratory partner or assistant.
- Allow in-class written assignments to be completed out of class with the use of a scribe, if necessary.
- Conduct oral or taped tests, or allow extended time.

TEACHING STUDENTS WITH SOCIAL/EMOTIONAL IMPAIRMENTS

Students with psychiatric disabilities present some of the most difficult challenges to the faculty and staff. Like those with other disabilities, their impairments may be hidden and, in fact, latent, with little or no effect on their learning. Unlike others, however, their emotional disturbances may manifest themselves in negative behavior





ranging from indifference to disruptiveness. Such conduct makes it hard to remember that they have as little control over their disabilities as do the physically disabled.

Among the most common psychological impairments among students is *depression*. The condition may be temporary, in response to inordinate pressures at school, on the job, at home or in one's social life. Or it may be a pathological sense of hopelessness or helplessness which may provoke, in its extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability, or as fatigue or other physical symptoms resulting from changes in eating, sleeping, or other living patterns.

Anxiety is also prevalent among students and may also be the transient reaction to stress. Mild anxiety, in fact, may promote learning, and improve the student's functioning. Severe anxiety, however, may reduce concentration, distort perception and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking or crying, fantasizing, or extreme fear, sometimes to the point of panic. Bodily symptoms might include episodes of light-headedness or hyperventilation.

Students are susceptible to a variety of other psychiatric disorders that one finds in the general population, some of which express themselves in inappropriate classroom behavior or inadequate performance on assignments. Some troubled students who are undergoing treatment

take prescription medication to help control disturbing feelings, ideas, and behavior. This medication might cause undesirable side effects such as drowsiness and disorientation.

In dealing with psychological conditions that impair the functioning of the affected student alone, the principles outlined for all disabled students in the Overview section generally apply. If the behavior begins to affect others or your course of instruction, other measures may be necessary:

- **Discuss inappropriate classroom behavior with the student privately, directly and forthrightly, delineating if necessary the limits of acceptable conduct.**
- **In discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only the student's behavior in class.**
- **If there is a sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the SDRC coordinator or to the campus counseling center.**
- **Promptly refer to the university's associate vice president of student affairs or the University Safety and Security Department, any behavior by the student that may be abusive or threatening.**

TEACHING STUDENTS WITH SPEECH IMPAIRMENTS

Speech impairments range from problems with articulation or voice strength to complete voicelessness. They

PATIENCE IS THE MOST EFFECTIVE STRATEGY

- **Give students the opportunity—but do not compel them—to speak in class.**
- **Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don't be reluctant to ask the student to repeat a statement.**
- **Address students naturally. Don't assume the spread phenomenon—that they cannot hear or comprehend.**
- **Consider course modifications, such as one-to-one presentations and the use of a computer with a voice synthesizer.**

include difficulties in projection, as in chronic hoarseness and esophageal speech; fluency problems, as in stuttering and stammering; and the nominal aphasia that alters the articulation of particular words or terms.

Some of these impediments can be managed by such mechanical devices as electronic "speaking" machines or computerized voice synthesizers. Others may be treated through speech therapy. All of them can be aggravated by the anxiety inherent in oral communication in a group.

TEACHING STUDENTS WITH VISUAL IMPAIRMENTS

Visual impairment varies greatly. Persons are considered legally blind when visual acuity is 20/200 or less in the better eye with the use of corrective lenses. Most legally blind persons have some vision. Others who are partially sighted may rely on residual vision with the use of adaptive equipment. Totally blind persons may have visual memory, its strength depending on the age when vision was lost.

Whatever the degree of impairment, visually impaired students should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some use such devices as portable or computerized brailers. They may confront limitations in laboratory classes, field trips and internships, but with planning

and adaptive equipment their difficulties can be minimized.

BEFORE OR EARLY IN THE SEMESTER

- Provide reading lists or syllabi in advance to allow time for such arrangements to be made as the taping or brailleing of texts.

- In cooperation with the SDRC coordinator, assist the student in finding readers, note-takers or tutors, as necessary, or team the student with a sighted classmate or laboratory assistant.

- Reserve front seats for low-vision students. If a guide dog is used, it will be highly disciplined and require little space.

DURING THE SEMESTER

- Face the class when speaking.

- Convey in spoken words whatever you put on the chalkboard and whatever other visual cues or graphic materials you may use.

- Permit lectures to be taped and/or provide copies of lecture notes, where appropriate.

- Duplicate materials distributed to the class on a large-print copier, if feasible.

- Be flexible with assignment deadlines.

- Plan field trips and such special projects as internships well in advance and alert field supervisors to whatever adaptations may be needed.

- If a specific task is impossible for the student to carry out, consider an alternate assignment.

EXAMINATIONS AND EVALUATIONS

Students should not be exempt from examinations or be expected to master less content or exhibit a lower level of scholastic skills because of a visual impairment. But alternative means of assessing their course achievements may be necessary. The students themselves, because of their experience in previous learning situations, and the UWF coordinator may offer suggestions on testing and evaluation strategies. The most expedient devices are alternative examinations (oral, large print, Braille, or taped), the extension of time for examinations, and the use of such aids as print enlargers, specialized computer programs or tape recorders.

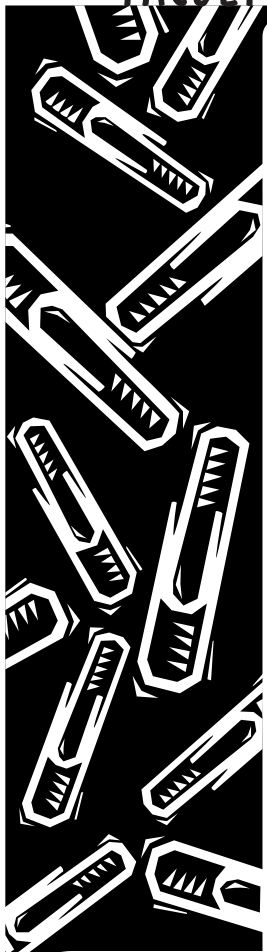
Other adaptations suited to specific instructional situations—such as tactile materials in presenting diagrams or illustrations in certain subjects—may be helpful.

TEACHING STUDENTS WITH OTHER DISABILITIES

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

Acquired Immune Deficiency Syndrome (AIDS) is caused by a virus that de-





stroys the body's immune system. This condition leaves the person vulnerable to infections and cancers that can be avoided when the immune system is working normally. The virus is transmitted primarily through sexual contact or needle sharing with intravenous drug users. It is *not* transmitted through casual contact.

Manifestations of AIDS are varied, depending on the particular infections or diseases the individual develops. Extreme fatigue is a common symptom. Classroom adaptations will likewise vary.

Students with AIDS may be afraid to reveal their condition because of the social stigma, fear and/or misunderstanding surrounding this illness. It is therefore exceptionally important that the strictness of confidentiality be observed. In addition, if the issue should arise in class, it is important for faculty to address it openly and non-judgmentally.

•For general classroom considerations, refer to the Overview section. If cancer is involved, see the next section. For particular impairments, please see the applicable sections on specific disabilities

CANCER

Because cancer can occur in almost any organ system of the body, the symptoms and particular disabling effects will vary greatly from one person to another. Some people experience visual problems, lack of balance and coordination, joint pains, backaches, headaches, abdominal pains, drowsiness, lethargy, difficulty in breathing and swallowing, weak-

ness, bleeding, or anemia.

The primary treatments for cancer—radiation therapy, chemotherapy, and surgery—may engender additional effects. Therapy can cause violent nausea, drowsiness and/or fatigue, affecting academic functioning or causing absences. Surgery can result in amputation, paralysis, sensory deficits, and language and memory problems.

•For general instructional accommodations, please refer to the Overview section. For particular impairments, please see the applicable sections on specific disabilities.

CEREBRAL PALSY

Cerebral palsy is caused by an injury to the motor center of the brain, which may have occurred before, during or shortly after birth. Manifestations may include involuntary muscle contractions, rigidity, spasms, poor coordination, poor balance, or poor spatial relations. Visual, auditory, speech, hand-function, and mobility problems might occur.

•For appropriate classroom accommodations, refer to section(s) on speech, visual and/or physical impairments.

MULTIPLE SCLEROSIS

Multiple sclerosis is a progressive disease of the central nervous system, characterized by a decline of muscle control. Symptoms may include disturbances ranging from mild to severe: blurred vision, legal blindness, tremors, weakness or numbness in limbs, unsteady gait, paralysis, slurred speech, mood swings, or

attention deficits. Because the onset of the disease usually occurs between the ages of 20 and 40, students are likely to be having difficulty adjusting to their condition.

The course of multiple sclerosis is highly unpredictable. Periodic remissions are common and may last from a few days to several months, as the disease continues to progress. As a result, mood swings may vary from euphoria to depression. It is not unusual to have striking inconsistencies in performance.

•For appropriate classroom accommodations, refer to section(s) on speech, visual and/or physical impairments.

MUSCULAR DYSTROPHY

Muscular dystrophy refers to a group of hereditary, progressive disorders that most often strike the young, producing degeneration of voluntary muscles of the trunk and lower extremities. The atrophy of the muscles results in chronic weakness and fatigue and may cause respiratory or cardiac problems. Walking, if possible, is slow and appears uncoordinated. Manipulation of materials in class may be difficult.

•For appropriate classroom accommodations, refer to section(s) on speech, visual and/or physical impairments.

RESPIRATORY PROBLEMS

Many students suffer from chronic breathing problems, the most common of which is bronchia asthma. Asthma is characterized by attacks of shortness of breath and diffi-

culty in breathing, sometimes triggered by stress, either physical or mental. Fatigue and difficulty climbing stairs may also be major problems, depending on the severity of the attacks. Frequent absence from class may occur and hospitalization may be required when prescribed medications fail to relieve the symptoms.

•For appropriate classroom accommodations, refer to section(s) on physical impairments and Overview.

SEIZURE DISORDERS

Students with epilepsy and other seizure disorders are extremely reluctant to divulge their condition because they fear being misunderstood or stigmatized. Misconceptions about these disorders—that they are forms of mental illness, contagious and untreatable, for example—have arisen because their ultimate causes remain uncertain. There is evidence that hereditary factors may be involved and that brain injuries and tumors, occurring at any age, may give rise to seizures. What is known is that seizures result from imbalances in the electrical activity of the brain.

There are three distinct types of seizures:

Petit mal means “little” seizure and is characterized by eye blinking or staring. It begins abruptly with a sudden dimming of consciousness and may last only a few seconds. Whatever the person is doing is suspended for a moment but resumed again as soon as the seizure is over. Often, because of its brevity, the seizure may go unnoticed by the individual as well as by others.

Psychomotor seizures range from mild to severe and

may include staring, mental confusion, uncoordinated and random movement, incoherent speech and behavior outbursts, followed by immediate recovery. They may last from two minutes to a half hour. The person may have no recollection of what happened, but may experience fatigue.

Grand mal seizures may be moderate to severe and may be characterized by generalized contractions of muscles, twitching and limb jerking. A few minutes of such movements may be followed by unconsciousness, sleep, or extreme fatigue.

•For appropriate classroom accommodations, refer to section(s) on physical impairments and Overview

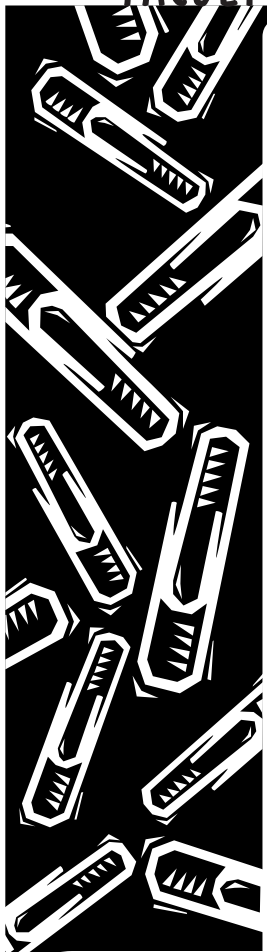
SUBSTANCE ABUSE

Substance abuse is a condition of physiological and/or psychological dependence on any of a variety of chemicals, such as illegal drugs, some prescription drugs and alcohol. Individuals who are recovering from drug or alcohol abuse or who are in treatment programs to assist their recovery are covered by federal anti-discrimination legislation and are eligible for

IN THE EVENT OF A GRAND MAL SEIZURE FOLLOW THIS PROCEDURE.

- Keep calm. Although intense, seizures are generally not painful to the individual.
- Remove nearby objects that may injure the student during the seizure.
- Help lower the person to the floor and place cushioning under his/her head.
- Turn the head to the side so that breathing is not obstructed.
- Loosen tight clothing.
- Do not force anything between the teeth.
- Do not try to restrain bodily movement.
- Call the Student Health Center.
- After a seizure, faculty should deal forthrightly with the concerns of the class in an effort to forestall whatever negative attitudes may develop toward the student who experienced the seizure.





college services for students with disabilities.

These students may experience psychological problems such as depression, anxiety or very low self-esteem. They may exhibit poor behavioral control and, if they are using medication as part of their treatment, they may experience undesirable side effects.

- Refer students showing symptoms of substance abuse to the Counseling Center or Student Health Center
- In cases of inappropriate classroom behavior, discuss it with the student in a private setting.
- Use appropriate campus disciplinary channels when necessary.

WHERE TO GO FOR HELP

STUDENT DISABILITY RESOURCE CENTER

The University of West Florida has a Student Disability Resource Center Office to facilitate equal access for persons with disabilities to all university programs. Accommodations are provided to any student with a documented disability who meets the criteria for admission. Consultation and support services are offered to assist in integrating students' needs with the resources available throughout the university to eliminate physical or programmatic barriers and to insure an accessible academic environment.

Students are eligible for:

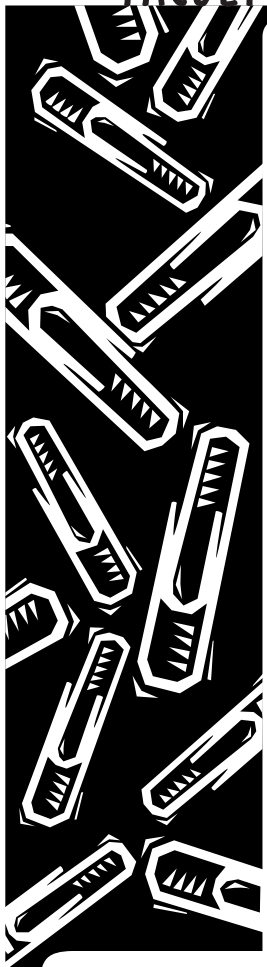
- referrals and advocacy
- support services
- special equipment
- test proctoring
- and more

For additional information contact: Student Disability Resource Center, Bldg. 21/131, (850)474-2387.

ADA COORDINATOR

The Americans with Disabilities director is located in Building 11, Room 119. The ADA director will assist anyone with questions about access. The primary goal for the ADA director is to advise the university community about issues of access and to provide direct support to anyone with questions about access to programs and services sponsored by the University.

For more information contact: Americans with Disabilities Act Office at Building 11, Room 119, (850) 473-7469.



REQUESTS FOR SUBSTITUTION OF ADMISSION REQUIREMENTS DUE TO DISABILITY

Substitution of admission requirements can be granted due to documented hearing impairment, physical impairment or specific learning disability as defined in UWF Rule 6C6-3. 001 provided that the person's failure to meet the admission requirement is related to the disability.

Petition and documentation for substitution should be directed to director of admissions not later than the last day to apply for admission to the university for that semester. Documentation will be reviewed by the University Admissions Committee for lower division students and for upper division students by a committee having primary advisory responsibility for upper division program.

Appeals are to be submitted to the provost/vice president for academic affairs in writing within 10 days of receipt of notification. The vice president will communicate the decision in writing within 15 days of receipt of the appeal. Decisions of the vice president are final.



Students with disabilities must maintain the same responsibility for their education as students who are non-disabled. This includes maintaining academic levels, attending class, appropriate behavior and timely notification of any special needs.

REQUEST FOR SUBSTITUTION OF ADMISSION REQUIREMENTS TO A SPECIFIC PROGRAM DUE TO DISABILITY

Substitution of admission requirements to a specific program of study can be granted due to documented hearing impairments, visual impairments, physical impairment or specific learning disabilities as defined in UWF Rule 6C6-3. 002 provided that the person's failure to meet the admission requirement is related to the disability. Also, where failure to meet one or more admission requirements of the specific program of study does not require a

fundamental alteration in the nature of the program.

Petition and documentation for such substitution should be directed to the director of admissions not later than the last day to apply for admission to the university for that semester except for admission to teacher education. Students seeking admission to teacher education should submit petition and documentation to dean, College of Education, not later than the date for applying for admission to teacher education for that semester. Documentation will be reviewed by a committee appointed by chairperson of the department offering specific program of study, then reviewed by dean of the college, then by undergraduate or graduate administrator. Documentation required specified by Rule 6C6-3. 026 (4) (b).

Appeals are to be submit-

ted to the provost/vice president for academic affairs or his designee in writing within 10 days of receipt of notification. The vice president will communicate the decision in writing within 15 days of receipt of appeal. Decisions of the vice president or his designee are final.

REQUEST FOR SUBSTITUTION OF GRADUATION REQUIREMENTS DUE TO DISABILITY

Substitution of graduation requirements can be granted by the academic division due to documented hearing impairment, visual impairment, physical impairment or specific learning disability as defined in UWF Rule 6C6-3.002 and 6C6-3.004 provided that the person's failure to meet the graduation requirements is related to the disability.

Petition and documentation for such substitution should be directed through the chairperson offering the degree program or administrator in charge of the lower division program not later than the end of semester in which 15 semester hours of course work as a matriculated student will have been completed. Documentation will be reviewed by a committee appointed by the chairperson of the department offering specific program of study. Documentation required specified by Rule 6C6-3.027(4)(b).

Appeals are to be submitted to the the provost/vice president for academic affairs in writing within ten days of receipt of notification. The vice president will communicate the decision in writing within 15 days of receipt of the appeal. Decisions of the vice president are final.

SCHOLARSHIPS

The scholarships listed below are available to students with disabilities. They are designed to assist students with disabilities in acquiring a quality post-secondary education.

JOHNSON SCHOLARSHIP

STATE UNIVERSITY SYSTEM

The Theodore R. and Vivian M. Johnson Scholarship Program, established by the Theodore R. and Vivian M. Johnson Foundation, is designed to assist undergraduate students with disabling conditions who attend any of the ten institutions within the State University System of Florida. The amount of each scholarship varies from year to year, and may be used to cover the cost of room and board, tuition, fees and books. Scholarships are renewable for a maximum of twelve semesters provided that the recipient makes satisfactory academic progress toward a degree by maintaining a minimum grade point average of 2.0. Award recipients must enroll for a minimum of nine credit hours of undergraduate course work each semester. Scholarships are based on documented disability and demonstrated financial need.

Students interested in obtaining application materials should contact Student Disability Resource Center Office at (850) 474-2387.

HODGMAN MEMORIAL SCHOLARSHIP

The Jean Hodgman Memorial Scholarship annually awards one \$1,000 scholarship to any junior or senior at any accredited four-year institution. Students interested in obtaining application information must contact Pat Friel of SUN-UP Foundation at (407) 725-7115.

YOUR EMPLOYMENT RIGHTS AS AN INDIVIDUAL WITH A DISABILITY

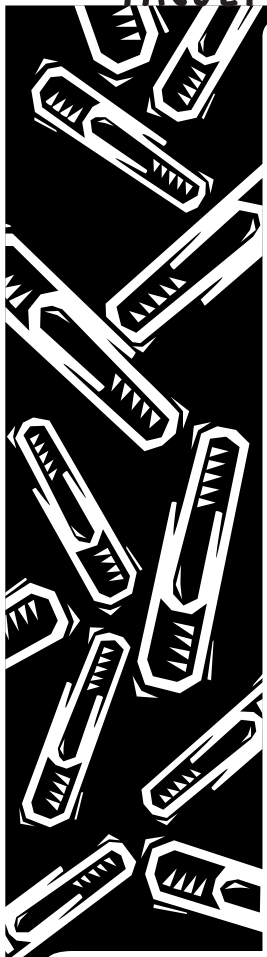
WHAT EMPLOYERS ARE COVERED BY THE ADA?

Job discrimination against people with disabilities is illegal if practiced by:

- private employers,
- state and local governments,
- employment agencies,
- labor organizations,
- and labor-management committees.

The part of the ADA enforced by the EEOC outlaws job discrimination by:





- all employers, including state and local government employers with 25 or more employees after July 26,1992, and,
- all employers, including state and local government employers, with 15 or more employees after July 26,1994.

Another part of the ADA, enforced by the U.S. Department of Justice (DOJ), prohibits discrimination in state and local government programs and activities, including job discrimination by all state and local governments, regardless of the number of employees, after January 26,1992.

Because the ADA gives responsibilities to both EEOC and DOJ for employment by state and local government, these agencies will coordinate the federal enforcement effort. In addition, since some private and government employers are already covered by nondiscrimination and affirmative action requirements under the Rehabilitation Act of 1993, EEOC, DOJ, and the Department of Labor also will coordinate the enforcement effort under the ADA and Rehabilitation Act.

ARE YOU PROTECTED BY THE ADA?

If you have a disability and are qualified to do a job, the ADA protects you from job discrimination on the basis of your disability. Under the ADA, you have a disability if you have a physical or mental impairment that substantially limits a major life activity. The ADA also protects you if you have a history of such a disability.

To be protected under the ADA, you must have, have a

record of, or be regarded as having a substantial, as opposed to a minor, impairment. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, walking, breathing, performing manual tasks, caring for oneself, learning or working.

If you have a disability, you must be qualified to perform the essential functions or duties of a job, with or without reasonable accommodation, in order to be protected from job discrimination by the ADA. This means two things. First, you must satisfy the employer's requirements for the job, such as education, employment experience, skills or licenses. Second, you must be able to perform the essential functions of the job with or without reasonable accommodation. Essential functions are the fundamental job duties that you must be able to perform on your own or with the help of a reasonable accommodation. An employer cannot refuse to hire you because your disability prevents you from performing duties that are not essential to the job.

WHAT IS REASONABLE ACCOMMODATION?

Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. For example,

reasonable accommodation may include:

- providing or modifying equipment or devices,
- job restructuring,
- part-time or modified work schedules,
- reassignment to a vacant position,
- adjusting or modifying examinations, training materials, or policies,
- providing readers and interpreters, and
- making the workplace readily accessible to and usable by people with disabilities.

An employer is required to provide a reasonable accommodation to a qualified applicant or employee with a disability unless the employer can show that the accommodation would be undue hardship- that is, that it would require significant difficulty or expense.

WHAT EMPLOYMENT PRACTICES ARE COVERED?

The ADA makes it unlawful to discriminate in all employment practices such as:

- recruitment
- firing
- hiring
- training
- job assignments
- benefits
- lay off
- leave
- promotions
- pay
- all other employment-related activities

It is also unlawful for an employer to retaliate against

you for asserting your rights under the ADA. The Act also protects you if you are a victim of discrimination because of your family, business, social or other relationship or association with an individual with a disability.

CAN AN EMPLOYER REQUIRE MEDICAL EXAMINATIONS OR ASK QUESTIONS ABOUT A DISABILITY?

If you are applying for a job, an employer cannot ask you if you are disabled or ask about the nature or severity of your disability. An employer can ask if you can perform the duties of the job with or without reasonable accommodation. An employer can also ask you to describe or to demonstrate how, with or without reasonable accommodation, you will perform the duties of the job.

An employer cannot require you to take a medical examination before you are offered a job. Following a job offer, an employer can condition the offer on your passing a required medical examination, but only if all entering employees for that category have to take the examination. However, an employer cannot reject you because of information about your disability revealed by the medical examination, unless the reasons for rejection are job-related and necessary for the conduct of the employer's business. Nor can the employer refuse to hire you because of your disability if you can perform the essential functions of the job with an accommodation.

Once you have been hired and start work your employer

cannot require that you take a medical examination or ask questions about your disability unless they are related to your job and necessary for the conduct of your employer's business. Your employer may conduct voluntary medical examinations that are part of an employee health program, and may provide medical information required by state workers' compensation laws to the agencies that administer such laws.

The results of all medical examinations must be kept confidential, and maintained in separate medical files.

DO INDIVIDUALS WHO USE DRUGS ILLEGALLY, OR ALCOHOL HAVE RIGHTS UNDER THE ADA?

Anyone who is currently using drugs illegally is not protected by the ADA and may be denied employment or fired on the basis of such use. The ADA does not prevent employers from testing applicants or employees for current illegal drug use. While a current illegal user of drugs is not protected by the ADA if an employer acts on the basis of such use, a person who currently uses alcohol is not automatically denied protection. Alcoholics are individuals with a disability and are protected by the ADA if they are qualified to perform the essential functions of the job. An employer may be required to provide an accommodation to an alcoholic. However, a employer can discipline, discharge or deny employment to an alcoholic whose use of alcohol adversely affects job performance or conduct. An

employer also may prohibit the use of alcohol in the workplace and can require that employees not be under the influence of alcohol.

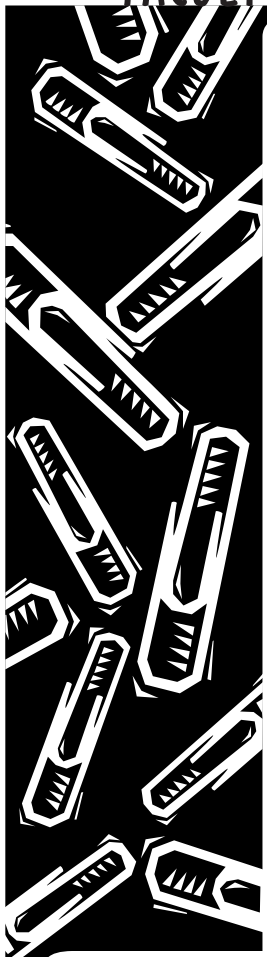
WHAT DO I DO IF I THINK THAT I'M BEING DISCRIMINATED AGAINST?

If you think you have been discriminated against in employment on the basis of a disability after July 26, 1993, you should contact the University of West Florida Equal Opportunity Office at (850)474-2205, or the EEOC. A charge of discrimination generally must be filed within 90 days of the alleged discrimination. You have up to 180 days to file a charge if there is a state or local law that provides relief for discrimination on the basis of disability. However, to protect your rights, it is best to contact EEOC promptly if discrimination is suspected.

You may file a charge of discrimination on the basis of disability by contacting any EEOC field office, located in cities throughout the United States. If you have been discriminated against, you are entitled to a remedy that will place you in the position you would have been in if the discrimination had never occurred. You may be entitled to hiring, promotion, reinstatement, back pay, or reasonable accommodation, including reassignment. You may also be entitled to attorney's fees.

While the EEOC can only process ADA charges based on action occurring on or after July 26, 1992, you may also be protected by state or local laws or by other current federal laws. EEOC field offices





can refer you to the agencies that enforce those laws.

To contact the EEOC, look in your telephone directory under U.S. Government. For information and instruction on reaching your local office, call:

(202)663-4900 (Voice)
(800)800-3302 (TTY)

CAN I GET ADDITIONAL ADA INFORMATION AND ASSISTANCE?

The EEOC conducts an active technical assistance program to promote voluntary compliance with the ADA. This program is designed to help people with disabilities understand their rights and to help employers understand their responsibilities under the law.

In January 1992, EEOC published a Technical Assistance Manual, providing practical application of legal requirements to specific employment activities, with a directory of resources to aid compliance. EEOC will publish other educational material, provide training on the meetings and training programs of other organizations. EEOC staff also will respond to individual requests for information and assistance. The commission's technical assistance program will be separated and distinct from its enforcement responsibilities. Employers who seek information or assistance from the commission will not be subject to any enforcement action because of such inquiries.

The commission also recognizes that differences and disputes about ADA requirements may arise between

employers and people with disabilities as a result of misunderstandings. EEOC encourages efforts of employers and individuals with disabilities to settle such disputes through alternative methods of dispute resolution, providing that such efforts do not deprive any individual of legal rights provided by the statute.

MORE QUESTIONS AND ANSWERS ABOUT THE ADA

Q Is an employer required to provide reasonable accommodation when I apply for a job?

A Yes. Applicants, as well as employees, are entitled to reasonable accommodation.

For example, an employer may be required to provide a sign language interpreter during a job interview for an applicant who is deaf or hearing impaired, unless to do so would impose an undue hardship.

Q Should I tell my employer that I have a disability?

A If you think you will need a reasonable accommodation in order to participate in the application process or to perform essential job functions, you should inform the employer that an accommodation will be needed.

Employers are required to provide reasonable accommodation only for the physical or mental limitation of a qualified individual. The employee should inform the employer that an accommodation is needed.

Q Do I have to pay for a needed reasonable accommodation?

A No. The ADA requires that the employer provide the accommodation unless to do so would impose an undue hardship on the operation of the employer's business.

If the cost of providing the needed accommodation would be an undue hardship, the employee must be given the choice of providing the accommodation or paying for the portion of the accommodation that causes the undue hardship.

Q Can an employer lower my salary or pay me less than other employees doing the same job because I need a reasonable accommodation?

A No. An employer cannot make up the cost of providing a reasonable accommodation by lowering your salary or paying you less than other employees in similar positions.

Q Does an employer have to make non-worker areas used by employees, such as cafeterias, lounges, or employer-provided transportation accessible to people with disabilities?

A Yes. The requirement to provide reasonable accommodation covers all services, programs, and non-work facilities provided by the employer.

If making an existing facility accessible would be an undue hardship, the employer must provide a comparable facility that will enable a person with a disability to enjoy benefits and privileges of employment similar to those

enjoyed by other employees, unless to do so would be an undue hardship.

Q Can an employer be required to reallocate an essential function of a job to another employee as a reasonable accommodation?

A No. An employer is not required to reallocate essential functions of a job as a reasonable accommodation.

Q Can an employer be required to modify, adjust, or make other reasonable accommodation in the way a test is given to a qualified applicant or employee with a disability?

A Yes. Accommodations may be needed to assure that tests or examinations measure the actual ability of an individual to perform job functions rather than reflect limitations caused by disability.

Q Can an employer establish attendance and leave policies?

A Yes. An employer can establish attendance and leave policies that are uniformly applied to all employees, regardless of disability, but may not refuse leave needed by an employee with a disability if other employees get such leave policy as a reasonable accommodation.

Q If an employer has several qualified applicants for a job, is the employer required to select a qualified applicant with a disability over other applicants without a disability?

A No. The ADA does not require that an employer hire an applicant with a disability over other applicants because the person has a disability. The ADA only

prohibits discrimination on the basis of disability. It makes it unlawful to refuse to hire a qualified applicant with a disability because he is disabled or because a reasonable accommodation is required to make it possible for this person to perform essential job functions.

Q Can an employer refuse to hire me because he believes that it would be unsafe, because of my disability, for me to work with certain machinery required to perform the essential functions of the job?

A The ADA permits an employer to refuse to hire an individual if s/he poses a direct threat to the health or safety of her/himself or others. A direct threat means a significant risk of substantial harm. The determination that there is a direct threat must be based on objective, factual evidence regarding an individual's present ability to perform essential functions of a job. An employer cannot refuse to hire you because of a slightly increased risk or because of fears that there might be a significant risk sometime in the future. The employer must also consider whether a risk can be eliminated or reduced to an acceptable level with a reasonable accommodation.

Q Can an employer offer a health insurance policy that includes coverage for pre-existing conditions?

A Yes. The ADA does not affect pre-existing condition clauses contained in health insurance policies even though such clauses may adversely affect employees with disabilities more than other employees.

Q If the health insurance offered by my employer does not cover all of the medical expenses related to my disability, does the company have to obtain additional coverage for me?

A No. The ADA only requires that an employer provide employees with disabilities equal access to whatever health insurance coverage is offered to other employees.

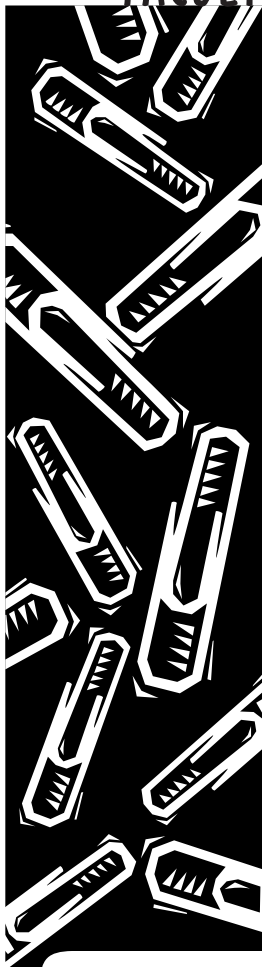
Q Are people with AIDS covered by the ADA?

A Yes. The legislative history indicates that Congress intended the ADA to protect persons with AIDS and HIV diseases from discrimination.

For more specific information about ADA requirements affecting employment contact:

Equal Employment
Opportunity Commission
1801 L Street, NW
Washington, D. C. 20507
(202)663-4900 (Voice)
(800)800-3302 (TTY)





FEDERAL REHABILITATION ACT

SECTION 504.
FEDERAL REGISTER/
VOL. 45, NO. 92,
PP. 30937-30944

Section 504 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. It provides that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied benefits of or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance. "Persons with disabilities" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment.

ADMISSIONS AND RECRUITMENT

Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination on admission or recruitment. Institutions may not make pre-admission inquiry as to whether an applicant or admission has a disability. After admission, the university may make inquiries on a confidential basis as to disabilities that may require accommodation.

ACADEMIC ADJUSTMENTS

UWF will make such modifications to academic

requirements as necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with a disability. Academic requirements that the recipient cannot demonstrate that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section.

Modifications may include changes in the length of time permitted for completion of degree requirements and adjustments in the manner specific courses are conducted. Universities shall take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

Refer all questions relating to students with disabilities to the Student Disability Resource Center, Bldg. 21.

Section 504 is too lengthy a document to include in this publication. If you wish a complete copy of the legislation, please contact the Americans with Disabilities Act Office at 850-473-7469.

All questions relating to faculty with disabilities are to be referred to the ADA director—Bldg. 11/119.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including colleges and universities), employment, transportation and telecommunications. The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973.

The ADA protects every person who either has or is treated as having a physical or mental disability which substantially limits one or more major life activity. Individuals who have serious contagious and non-contagious diseases such as HIV/AIDS, cancer, epilepsy or tuberculosis are also covered under the auspices of ADA.

EMPLOYMENT

State universities, as employers of students, faculty and staff, may not discriminate against qualified individuals with disabling conditions and must reasonably accommodate the disabilities of qualified applicants or employees unless undue hardship would result.

PUBLIC SERVICES

State universities may not discriminate against qualified individuals with disabling conditions by excluding them from participating in or denying them benefits of the services, programs, or activities of the university.

PUBLIC ACCOMMODATIONS

Public facilities of state universities, including student unions, museums, athletic arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabling conditions.

TELECOMMUNICATIONS

Telecommunication relay services for hearing and speech impaired persons must be provided.

QUESTIONS

ADA Student-related accommodations should be referred to the Student Disability Resource Center, Bldg. 21. (474-2387).

ADA Employee-related accommodations or concerns should be referred to the ADA office, Bldg. 11/119 (850) 473-7469.

ADA Faculty, staff and student complaints should be referred to the ADA director, Bldg. 11/119, 850-473-7469.

REASONABLE ACCOMMODATION IN ACADEMIC POLICY AND PROCEDURES POLICY

The University of West Florida is committed to non-discrimination against students with disabilities. To facilitate equal learning opportunities and equal access to facilities, the University will comply with all provisions of the Americans with Disabilities Act and will provide, upon request, reasonable accommodations or modifications to policies, practices, or procedures as long as doing so does not fundamentally alter programs or impose undue burden on the institution. Arranging accommodations should be a collaborative effort between students, faculty, and the Student Disability Resource Center. Although students may request specific accommodations, the University may choose to provide other, different accommodations of equal effectiveness.

SCOPE OF COVERAGE

This policy on reasonable accommodations covers all University students, including those at the main campus, branch campuses, or off-campus facilities. Persons with disabilities must be given equal opportunity to participate in University programs. This does not mean that a disabled student is guaranteed equal results, only that he or she has equal access to educational programs.

DEFINITIONS:

Person with a disability—any individual who has a physical or mental impairment that substantially limits one or more of such person's major life activities; who has a record of such impairment; or who is regarded as having such an impairment. Persons who are related to, or who associate with, a person with a disability are also protected from discrimination.

Undue burden—Accommodations create undue burden when they impose a significant difficulty or expense. Factors to consider include the nature and the cost of the accommodation, its effect on the fundamental nature of the program or class, and the available resources of the institution.

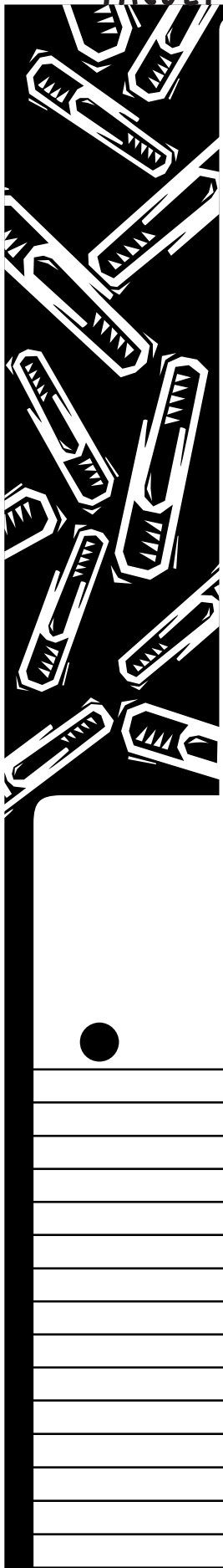
Accessibility—refers primarily to physical structures. A structural element that is not a problem for able-bodied people can be a barrier to someone with a disability. The University is engaged in a long-term prioritized plan to remove remaining structural barriers on campus.

Fundamentally Altered—A program is fundamentally altered when its central function cannot be achieved. The issue will have to be decided on a case-by-case basis.

PROCEDURE

To ensure that you receive reasonable accommodation, you must register with the Student Disability Resource Center located in building 21.





REASONABLE ACCOMMODATION IN EMPLOYMENT POLICY AND PROCEDURES

POLICY

The University of West Florida is committed to non discrimination against persons with disabilities in all aspects of employment. The University will take steps to recruit, employ and advance in employment, all qualified persons with disabilities, for any position for which they can perform the essential functions with reasonable accommodations and thus are qualified. To facilitate equal employment opportunities and equal access to employment, the University will comply with all provisions of the Americans with Disabilities Act and will provide, upon request, reasonable accommodations to the known physical or mental limitations of qualified employees or applicants, provided such employment actions ore decisions that could have an adverse impact or deny the benefits, compensation, terms, conditions, or privileges of employment to any individual(s) solely by reason of that person’s disability or the disabilities of any person who is related to or associated with an employee or applicant.

SCOPE OF COVERAGE

This policy on reasonable accommodations covers all University employees and applicants for employment, including those at the main

campus, branch campuses, or off-campus facilities.

DEFINITIONS:

Person with a disability—any individual who has a physical or mental impairment that substantially limits one or more of such person’s major life activities; who has a record of such impairment; or who is regarded as having such an impairment.

Qualified individual with a disability—anyone who satisfies the requisite skills, experience, education, and other job-related requirements of an employment position that such a person holds or desires, and who, with or without reasonable accommodations, can perform the essential functions of the position

Employee—any person employed by the University of West Florida on full-time or part-time status in the faculty, A&P, USPS, or OPS category.

Essential functions—the fundamental job duties of the position that the individual with a disability holds or desires.

Undue hardship—a significant burden or expense that is assessed in terms of the reasonableness or cost of any necessary workplace accommodation and the availability of alternative accommodations.

EMPLOYEES WITH DISABILITIES

All University administrators and managers are responsible for ensuring that each employee enjoys equal benefits and privileges of employment offered to all other employees.

It is important that information about a person’s abilities and limitations be accurate. If a question arises requiring an individual’s disability and their ability to perform the essential job functions, management should determine, through discussion with the individual, whether a reasonable accommodation has been sufficient.

PROCEDURES

Any employee requesting a reasonable accommodation should complete a “Reasonable accommodation based on disability request” form. These forms may be picked up in the Office of Human Resources, Bldg. 20E or the Americans with Disabilities Act Office at Bldg. 11/119. Instructions are on the form.

NOTES



A vertical section on the right side of the page, below the decorative strip, consisting of a solid black circle at the top, followed by a series of horizontal lines forming a ruled area for notes.