

**Southeastern University**

**Office of Academic Success**



**A Guide for Assisting those with Learning and  
or Physical Disabilities**

August 2007

To the Faculty and Staff of Southeastern University,

In the effort to provide the best possible education for all Southeastern students, it is important that we recognize that some of our students have learning and physical challenges. The Americans with Disabilities Act of 1990 defines a disability as a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or such impairment.

This guide, . . . For Assisting those with Learning and or Physical Disabilities, is intended to assist you as you work with us to identify reasonable academic accommodations and provide a better service to students with challenges. You should find several helpful suggestions that can be applied to your teaching situation. For additional assistance, please contact the Director of Academic Success located in Spence Lobby (667-5157).

We appreciate your commitment to providing equal access and educational opportunities for all our students.

Sincerely,

*Misty Seybert, MA*

Director of Academic Success  
Southeastern University

*TABLE OF CONTENTS*

Introduction .....1  
Federal Rehabilitation Act of 1973 .....2  
Americans with Disabilities Act of 1990.....3  
State Guidelines.....4  
Faculty/Staff Responsibilities.....5  
Categories of Challenges (Disabilities) .....7  
Identifying, Teaching, and Accommodating Students with Disabilities.....10  
SEU Accommodation Form.....16  
Important Resources.....17

*Some of the material in this guide was adopted from the University of Florida, University of South Florida, and Yale University, as well as information gained from the US Department of Education and the US Government (ADA).*

## *INTRODUCTION*

Students with learning and physical disabilities are a rapidly growing minority at Southeastern University. According to the US Census Bureau in July 2005, 587,000 students between the ages of 18 and 34 are attending undergraduate and graduate schools in the US. The obligation to accommodate students with challenges extends beyond the oral responsibility and beyond our University's commitment to fulfill the promise of equal access.

President Bush signed the Americans with Disabilities Act (ADA) into law on July 26, 1990. This law reinforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation, and public accommodations.

There is a legal imperative, which is embodied in Section 504 of the Rehabilitation Act of 1973 often referred to as the "Civil Rights Act", for people with disabilities. It states,

*"No otherwise qualified disabled individual shall, solely by reason of a disability, 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."*

In order to comply with this mandate, universities such as Southeastern, that receive Federal assistance must assure that the same educational programs and services offered to other students are available to students with learning and or physical disabilities. Academic ability should be the basis for participation in education.

To accomplish this goal, both physical and programmatic access needs to be provided. This is much more than removing architectural barriers and the provision of auxiliary services. It means that reasonable accommodations must be made in the instructional process to ensure full educational opportunity. This principle applies to all teaching strategies and modalities, as well as to institutional and departmental policies.

The ways and means of achieving this ideal is not matters of judgment. They are matters of knowledge and sensitivities most of us do not have due to the lack of experience in teaching students with disabilities. This guide is to help fill in the gaps, give awareness, and to provide basic information for assisting those with learning and or physical disabilities.

*FEDERAL REHABILITATION ACT OF 1973*  
*SECTION 504*

**Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability.** The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

**Who Is Protected from Discrimination?**

Section 504 protects *qualified individuals with disabilities*. Under this law, *individuals with disabilities* are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness. In addition to meeting the above definition, for purposes of receiving services, education or training, *qualified individuals with disabilities* are persons who meet normal and essential eligibility requirements.

Persons diagnosed with psychological or psychiatric disabilities are protected by Section 504 if their condition substantially limits a major life activity such as learning, working, speaking, writing, walking, seeing, and hearing.

**Section 504 does not require special education programming to be developed for students with disabilities but does require an institution to be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices to allow for full participation of students with disabilities.**

## *AMERICANS WITH DISABILITIES ACT 1990 (ADA)*

On July 26, 1990, President George H.W. Bush signed into law the Americans with Disabilities Act of 1990 (ADA) -- the world's first comprehensive civil rights law for people with disabilities. The Act prohibits discrimination against people with disabilities in employment (Title I), in public services (Title II), in public accommodations (Title III) and in telecommunications (Title IV). EEOC is responsible for enforcing Title I's prohibition against discrimination against people with disabilities in employment. The ADA has been described as the Emancipation Proclamation for the disability community.

AUXILIARY AIDS AND SERVICES- The term 'auxiliary aids and services' includes-- (A) qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments;(B) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;(C) acquisition or modification of equipment or devices; and (D) other similar services and actions.

Employment- As employers of student assistants, 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- Colleges may not discriminate against qualified individuals.

U.S. Department of Justice  
Civil Rights Division  
950 Pennsylvania Avenue, N.W.  
Disability Rights Section - NYAV  
Washington, D.C. 20530

[www.ada.gov](http://www.ada.gov)

(800) 514-0301 (voice)

(800) 514-0383 (TTY)

*STATE GUIDELINES*

*FLORIDA STATUTES YEAR 2001 – CH. 240 POSTSECONDARY EDUCATION*

**240.152 Impaired and learning disabled persons; admission to postsecondary institutions; substitute requirements; rules.**--Any person who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability, shall be eligible for reasonable substitution for any requirement for admission to a state university, community college, or <sup>2</sup>degree career education institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute admission requirements where appropriate.

**240.153 Impaired and learning disabled persons; graduation, study program admission, and upper-division entry; substitute requirements; rules.**--Any student in a state university, community college, or <sup>2</sup>degree career education institution who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute requirements where appropriate.

## *FACULTY AND STUDENT RESPONSIBILITIES*

### 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 department on campus. However, when in need of specific classroom or testing accommodations as a result of a disability, he/she is required to register and provide documentation to the Director of Academic Success.

It is at this point of request by the student, that the student should be referred to the Office of Academic Success (OAS). The OAS encourages faculty to work with any student, whatever the situation without compromising the ethics of the classroom or the professor.

Once referred, the process of determining where the student meets state and federal guidelines for a specific disability can begin. Only the Director of OAS keeps record of a student's disability. The Accommodation form (list of specific accommodations needed) provided to faculty by the Director of Academic Success is the letter of record verifying that the student is "officially registered" and receiving assistance with the Office of Academic Success due to a documented disability.

### STUDENT RESPONSIBILITY

Students with disabilities are responsible for ensuring the Southeastern faculty members are aware of learning or physical disabilities (challenges) that require accommodations in the educational process. Students with disabilities should contact the Office of Academic Success on campus for assistance. Once the student provides appropriate documentation of the disability (diagnosed by an MD or licensed psychologist) the Director of Academic Success will grant an Accommodations form to the student to give to each professor. Students should contact faculty early in each semester, informing faculty of the needed adaptations for classroom and or testing. Students are also responsible for requesting accommodations in a timely manner so that the faculty may plan for those accommodations.

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

If there are any questions or concerns, as to recommended accommodations, please contact the Director of Academic Success at extension 5157.

## *FACULTY AND STUDENT RESPONSIBILITY CONTINUED*

Dialog between the student and professor is essential early in the semester and follow up meetings are recommended. Faculty should not feel apprehensive about discussing the student's needs and how they relate to the course. The student will most likely have had experience with learning accommodations within the classroom and with testing. Ask the student for suggestions based on his/her experience with homework, testing, and attending class. The professional relationship built between student and professor should be transparent if the professor is willing to assist with accommodations and if the student has needs. At no point, should the professor feel as if the classroom, teaching methods, nor assessment is compromised.

### ATTENDANCE AND PROMPTNESS TO CLASS

The student using walking sticks, canes, wheelchair or other assistive devices may encounter obstacles or barriers preventing him/her from getting to class on time. Others may have periodic difficulties from his/her disability or medication. Flexibility in applying attendance and promptness policy for such students is helpful. The student should be communicating with the professor as to what difficulties may present a concern when attending class.

### CLASSROOM ADJUSTMENTS

Several students with disabilities may be assisted in the classroom. As faculty, you can assist with seating assignments (front of class), speak when directly facing the class, and writing key points to the lecture and assignments on the dry erase board.

### ALTERNATIVES TO NOTE TAKING

Students who are unable to take notes or have difficulty taking notes would adequately be assisted by allowing them to use tape recorders for lecture, assisting in identifying a classmate to take notes, offer an outline of lecture, or allowing the student to borrow a classmate's notes.

### TESTING AND EVALUATION

Depending upon the specified disability, the student may require oral test administration (test be read to him/her), the use of a reader, extended time for test taking, modification of the test format (large print, answer written on test), or in some cases a make-up test. This may entail recognizing when a student has missed material due to the material not being interpreted literally or visual aids were not described effectively. If a student has missed or misunderstood the materials due to these problems, test answers will demonstrate the incomplete knowledge. For out-of-class assignments, extended deadlines may be justified. The objective of such considerations should always be to accommodate the student's learning differences, not to "dumb down/ water down" academic requirements. Faculty should apply the same standards to students with disabilities as they apply to other students in evaluating work and grades.

## *LANGUAGE OF THE DISABILITIES*

A student with a learning and or physical disability prefers that you focus on his/her individuality not the disability. Remember: Similarities among students are more significant than their differences; all are students.

## *CATEGORIES OF DISABILITIES*

In order to provide effective accommodations, The Office of Academic Success needs to know and understand the specific disability a student has. This information is kept confidential and is used for the purpose of aiding students in achieving their greatest potential while at SEU. Defined below are some of the disabilities SEU accommodates; listed are the 13 disabilities recognized by the State of Florida. (Definitions were taken from IDEA, NICHY, and NCDCC.) Each disability is and should be diagnosed by a licensed psychologist, physician, or licensed psychiatrist.

- Autism
- Deaf blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Mental Retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

Autism- bio-neurological developmental disability that generally appears before the age of 3. It impacts the normal development of the brain in the areas of social interaction, communication skills, and cognitive function. Individuals with autism typically have difficulties in verbal and non-verbal communication, social interactions, and leisure activities.

Deaf blindness- combination of vision and hearing loss. It is rare that an individual with deaf blindness would be completely blind and completely deaf. Individuals who have a combined vision and hearing loss have unique communication, learning, and mobility challenges due to their dual sensory loss.

Deafness- hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.

Emotional Disturbance- a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance--(A) an inability to learn that cannot be explained by intellectual, sensory, or health factors,(B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers,(C) inappropriate types of behavior or feelings under normal circumstances,(D) a general pervasive mood of unhappiness or depression, and (E) a tendency to develop physical symptoms or fears associated with personal or school problems

Hearing Impairment– A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000Hz, ANSI, unaided in the better ear. Examples include but are not limited to: conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

Health Impairment- having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, and adversely affects a student's educational performance.

Specific Learning Disability- means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage. Observable characteristics that indicate deficits in basic psychological processing in one or more of the following academic areas.

- Basic reading skill
- Mathematics reasoning
- Reading comprehension
- Written expression
- Oral expression
- Mathematics calculation
- Listening comprehension

Speech or Language Impairment- a communication disorder, such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a student's educational performance.

Traumatic Brain Injury- means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, such as, cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing and speech. The term does not include brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual Impairment including Blindness - impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Other Disabilities: may include Mental, Psychoneurotic, and or Behavior disorders (i.e. alcoholism, drug dependence, life controlling issues)

US Department of Education

## *IDENTIFYING STUDENTS WITH DISABILITIES*

Invisible disabilities are the most common type of disability among college students. For example, students with learning disabilities, Attention Deficit Hyperactivity Disorder and/or psychiatric disabilities may request accommodations even though they do not appear to have a disability. There are numerous other hidden or invisible disabilities such as heart condition, Chronic Fatigue Syndrome, Fibromyalgia, and Seizure Disorder. It is also important to remember that the severity of functional limitations do not depend on your ability to see the disability.

There may be several students in your classroom with invisible disabilities. Of these students, only some will request accommodations. For those students who request accommodations, it is important to express your willingness to accommodate all types of disabilities and to be supportive of their accommodation requests. For verification that a student has a disability, the student will provide you with a signed form from the Office of Academic Success (OAS). OAS produces these accommodation forms only for students who are registered with this office and for whom documentation of the disability is on file.

- **LEARNING DISABILITIES**

### **Description**

Students with learning disabilities often learn differently than their peers. Although they have average or above average intelligence, there is frequently a discrepancy between their ability and their achievement in specific areas due to a central nervous system dysfunction. A learning disability is a permanent disorder that interferes with integrating, acquiring, and/or demonstrating verbal or nonverbal abilities and skills. Frequently, there are some processing or memory deficits.

Each student with a learning disability may need different types of accommodations, services, and/or supports based on what area(s) of learning is affected by the disability. Students with learning disabilities may have difficulties with some of the following:

- Reading comprehension
- Written expression
- Mathematics
- Oral expression
- Auditory processing
- Visual processing
- Abstract reasoning
- Visual spatial skills
- Processing speed

Keep in mind that one individual does not have difficulty with all of the above-mentioned areas, just generally a few of those areas. Also, it is not unusual for a person with a learning disability to be gifted in some areas.

## **Classroom Helps**

**Exam Accommodations:** Assist these students in arranging for appropriate exam accommodations whether you arrange these accommodations yourself or coordinate them with the Office of Academic Success. OAS can send you a verification letter delineating the appropriate accommodations for a particular student.

**Multi-modality Instruction:** Provide important information and assignments in both oral and written formats to help promote accessibility to course content. A multi-modality approach to instruction assists these students in finding a modality that is consistent with their learning strength.

**Alternative Format:** Coordinate with OAS to ensure that course materials will be available in alternative format. Some of these students need print material in alternative format (e.g., audiotape or electronic format). When you are contacted by the OAS or a student, it is important that you immediately provide information about the required textbook(s) and readings you will be using as well as any other reading expectations. It takes a considerable amount of time to convert materials into alternative format and or 4 weeks to gain books on audio or large print.

**Study Aids:** Provide study questions, study guides, and opportunities for questions and answers to help students review essential course content. Refer them to a campus tutor within the Academic Assistance Center (667-5137).

**Exam Aids:** Permit these students only to use simple calculators, hand held spell checkers, and scratch paper during exams.

- ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

### **Description**

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (Diagnostic and Statistical Manual IV TR, 2000). Students with ADHD or ADD (without hyperactivity) may have difficulty with one or more of the following areas:

Concentration  
Distractibility  
Organization  
Completing tasks

Sedentary tasks like reading  
Following directions  
Listening  
Sitting for lengthy periods  
Transitioning  
Planning

Some students with ADHD take medication for their condition. This medication may be a stimulant, which actually calms them and helps him/her focus on tasks. Anti-depressants may also be used.

## **Guidelines**

**Assistance with Structure:** Provide a syllabus with clearly delineated expectations and due dates. Study guides, review sheets, and frequent opportunities for feedback are helpful in providing structure and organization.

**Exam Accommodations:** Assist students in arranging for appropriate exam accommodations with OAS. Many students with ADHD use exam accommodations including extended time and a distraction-reduced exam space.

**Access to Class Notes:** Some of these students have difficulty focusing and concentrating and for this reason may need access to classroom notes. Your assistance may be needed to ensure that they get notes (i.e. notes on Blackboard).

**Classroom Distractions:** If a student appears extremely distracted, it may be appropriate to encourage the student to sit near the front of the class, away from doors, air conditioning units, windows, or any other possible sources of distraction.

- **PSYCHIATRIC DISABILITY**

### **Description**

Students with psychiatric disabilities exhibit "... a persistent psychological disorder or psychiatric disorder, emotional or mental illness that adversely affects educational performance and/or functioning and frequently requires medication" (<http://disserv3.stu.umn.edu/AG-S/3-5.html>, 1999). Descriptions of certain types of psychiatric disorders follow:

**Depression** is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia, and feelings of worthlessness or guilt.

**Bipolar disorder (manic depressive disorder)** causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem

and a decreased need to sleep; however, in the depressive phase, a person may experience a lack of energy and less self-esteem and interest in family, friends, and school.

**Anxiety disorders** can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear. Examples of anxiety disorders include panic disorder, simple phobias, and Obsessive-Compulsive Disorder (OCD).

**Schizophrenia** can cause a person to experience delusions and hallucinations in addition to depressed mood and flat affect.

In most situations you will not be aware that you have a student with a psychiatric disability in your classroom. Because students do not show any outward sign of the disability doesn't mean that their disability is any less disabling than a more visible disability. Many of these students are fearful of and have faced stigmatization because of their disability. Some do not need or request any accommodations, and some require a variety of accommodations. For some the disability is temporary, while for others it is chronic. With medication and/or therapy, people with psychiatric disabilities may learn to manage their symptoms.

### **Guidelines**

**Exam Accommodations:** Assist these students in arranging for exam accommodations when requested. The exam accommodations that they will most likely use are a distraction reduced exam space and extra time.

**Make-up Work:** Collaborate with students about arrangements to makeup tests and other assignments, allowing them extra time since these students may miss class during serious psychiatric episodes.

**Welcoming and Supportive Environment:** Many students with psychiatric disabilities fear stigmatization because of their disability so if a student shares his/her disability with you, be supportive and welcoming when a student requests assistance in arranging for accommodations.

- **SUGGESTIONS FOR TEACHING ANY STUDENT WITH A DISABILITY**

**Universal Design for Learning:** "Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting." (Visit [www.osu.edu/grants/dpg/fastfact/undesign.html](http://www.osu.edu/grants/dpg/fastfact/undesign.html) for more information.) By incorporating Universal Design principles in instruction that allow students with disabilities access to the classroom, you may also be designing instruction that works better for everyone in the class. Classes designed with this concept in mind offer a variety of methods of content presentation, flexible teaching strategies, and options for demonstrating mastery of course content.

**Expectations:** Although many students with disabilities need accommodations, expect these students to perform at a level commensurate with their peers. Do not have a special grading scale or other criteria for them.

**Collaboration:** The OAS can arrange for a meeting between you, the Director of OAS and the student to work out any issues and to collaborate on the best instructional strategies for the student.

**Lecture Notes on Blackboard:** Providing students with lecture notes that they can access through Blackboard prior to class can assist them with focusing on the appropriate material. It will help them to learn more effectively in the classroom as well as take better notes.

**Comprehensive Syllabus:** A comprehensive syllabus with clearly delineated statements about expectation is helpful to students who need help with structure and organization.

**Inappropriate Behavior:** Students with disabilities are subject to the same code of conduct required of any student at SEU. If there are incidences of inappropriate behavior, meet privately to discuss issues of behavior and encourage students to seek help. Give concise and honest feedback about behaviors that are inappropriate. If there are situations involving threats or abusive behavior, call Security. If the student is so disruptive that he/she prevents you from effectively teaching your class, call Student Life. You are always welcome to consult with the OAS. These situations are not likely to occur, but it is a good idea to have a plan.

Compiled from North Carolina State University's Principles of Universal Design and Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education. By Curriculum Transformation and Disability, University of Minnesota, Funded by the U.S. Department of Education. Project #P333A990015

## FACULTY NOTE...

It's your responsibility to support SEU's commitment to equal access to education. This information will assist you when you have students with disabilities in your class; staff at the Office of Academic Success are also available to help you. Some key elements are:

**Alternative Format:** Many students need print materials in alternative format (scanned to disks, audio tapes, Braille, or enlarged). Work quickly with OAS and the student to make sure he/she receives materials converted in a timely fashion.

**Verification of a Disability:** If you would like verification that a student has a disability, ask the student to provide you with his/her accommodation form. The OAS gives these forms to students who are registered with this office and for whom documentation of the disability is on file.

**Class Notes:** Some students with disabilities have difficulty taking notes. They may need your assistance in getting a volunteer note taker, or you may provide them a copy of your notes and/or copies of the lecture and other class materials.

**Testing and Evaluation:** Depending upon the specified disability, the student may require oral test administration (test be read to him/her), the use of a reader, extended time for test taking, modification of the test format (large print, answer written on test), or in some cases a make-up test. This may entail recognizing when a student has missed material due to the material not being interpreted literally or visual aids were not described effectively. If a student has missed or misunderstood the materials due to these problems, test answers will demonstrate the incomplete knowledge. For out-of-class assignments, extended deadlines may be justified. The objective of such considerations should always be to accommodate the student's learning differences, not to "dumb down/water down" academic requirements. Faculty should apply the same standards to students with disabilities as they apply to other students in evaluating work and grades.

If you have questions or concerns in regards to accommodating student with learning or physical disabilities, please contact the Office of Academic Success at 863-667-5157.



**DEPARTMENT OF ACADEMIC SUCCESS**  
**Request for Accommodations for Students with Learning Disabilities and or Physical Impairments**

*It's here.* Many students with physical impairments and or learning disabilities are affected academically in their performance and quality of work. Since the physical impairment often controls or limits optimal performance, accommodations have been federally mandated. Southeastern will provide accommodations to comply with the Federal Government Standards. This will assist our students at Southeastern to perform optimally.

Keep in mind this information is **confidential**. It is important that the professor be aware of learning disabilities and or physical impairments in order to accommodate the affected student. It is important that the professor not disclose this information in any way to other students, faculty, potential employers, or anyone else without the student's written permission.

Student Name \_\_\_\_\_ ID# \_\_\_\_\_  
 Phone # (\_\_\_\_\_) \_\_\_\_\_ Campus Box # \_\_\_\_\_  
 Semester \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_  
 Course \_\_\_\_\_ Primary Learning Style \_\_\_\_\_

**Classroom Accommodations:**

- |   |  |
|---|--|
| <input type="checkbox"/> Classroom Assistant    | <input type="checkbox"/> Seating in front of classroom           |
| <input type="checkbox"/> Note Taker             | <input type="checkbox"/> Seating in rear of classroom            |
| <input type="checkbox"/> Interpreter            | <input type="checkbox"/> Tape Recorder                           |
| <input type="checkbox"/> Lecture Outline needed | <input type="checkbox"/> Time Extension for assignments in class |
| <input type="checkbox"/> Medical Exit/Re-Entry  | <input type="checkbox"/> Spelling not deducted on assignments    |
| <input type="checkbox"/> Modified furniture     | <input type="checkbox"/> Use of calculator                       |

**Testing Accommodations:**

- |   |  |
|---|--|
| <input type="checkbox"/> Oral/Verbal testing            | <input type="checkbox"/> Use of computer instead of hand writing |
| <input type="checkbox"/> Proctored testing              | <input type="checkbox"/> Short segment testing                   |
| <input type="checkbox"/> Extended time when testing     | <input type="checkbox"/> Use of scribe/test assistant            |
| <input type="checkbox"/> Private/quiet location to test | <input type="checkbox"/> Formula/sample cards                    |
| <input type="checkbox"/> Write on test copy             | <input type="checkbox"/> Word bank arranged by Professor         |
| <input type="checkbox"/> Large print test               |  |

**Other Accommodations Needed:**

- Tutor
- Allow student to volunteer response or arrange signal before requesting response
- Allow verbal, audio or visual project to be submitted instead of written

**Please check reason(s) for request of accommodations:**

- |   |  |
|---|--|
| <input type="checkbox"/> Auditory Learner       | <input type="checkbox"/> ESOL                                |
| <input type="checkbox"/> Acute Anxiety Disorder | <input type="checkbox"/> Urinary/Gastric Disorder            |
| <input type="checkbox"/> Test Anxiety/Phobia    | <input type="checkbox"/> Neurological/Learning Disability    |
| <input type="checkbox"/> Hearing Impairment     | <input type="checkbox"/> Physically unable to write properly |
| <input type="checkbox"/> Memory Impairment      | <input type="checkbox"/> Physical Disability _____           |
| <input type="checkbox"/> Visual Impairment      |  |

**\*\*Please provide the medical, educational, and or psychological assessment documentation necessary for the requested accommodations to the Coordinator of Academic Success, Misty Seybert, MA.**

\_\_\_\_\_  
 Director of Academic Services Date \_\_\_\_\_

\_\_\_\_\_  
 Professor Signature Date \_\_\_\_\_



