

FACULTY AND STAFF HANDBOOK

Faculty and Staff Handbook Introduction

Welcome to the online Handbook for Faculty and Staff developed by the Disability Management System--Student Access Office (SAO). It contains information that will support you as you prepare to teach students with disabilities.

The Disability Management System—Student Access Office has been charged by Duke University with the responsibility of determining if a student is disabled for purposes of the ADA and the Rehabilitation Act and if a student is eligible to receive accommodations. Request made for accommodations must be authorized through the Student Access Office in accordance with our “Procedures for Requesting to be Considered for Reasonable Accommodations”.

This handbook has been written as a practical guide to assist faculty members and instructional staff in providing academic accommodations that enable disabled students to have equal access to facilities and academic programs at Duke University. The following major categories of disabilities are discussed: blindness and low vision, deafness and hard of hearing, learning disorders, attention deficit hyperactivity disorders, psychiatric impairments, mobility and chronic health, and temporary disabilities. These disability categories have been organized to include descriptions, common accommodations, and suggestions. Special notes are provided in some instances. For individuals with multiple disabilities, several categories may apply.

The SAO staff looks forward to working with you and hopes you find this handbook a supportive guide. We welcome your suggestions on how the handbook and our office can best serve you.

Some important legal information on students with disabilities at the post-secondary level. Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 set the standards for accommodations and services for students with disabilities at the post-secondary level. At the post-secondary level the provision of accommodations to eligible students with disabilities is to prevent discrimination by providing equal access to programs, services and activities.

Duke University is committed to equality of educational opportunities for qualified students with disabilities in compliance with the Federal Rehabilitation Act and the ADA. For the purpose of receiving consideration for reasonable accommodations at Duke University, a student must have an impairment that substantially limits one or more major life activities such as, but not limited to hearing, seeing, breathing, performing manual tasks, walking, caring for oneself, and/or learning (i.e., reading and writing). To be substantially limited requires a showing that in comparison with the average person, the impairment significantly restricts the condition, duration or manner under which the person can perform a major life activity.

Students who received special education services in high school are sometimes surprised by the changes they experience at the post-secondary level. These changes are often due to the differences in the law at the elementary and secondary levels (IDEA), which guarantees success--and the law at the post-secondary level (ADA and Rehabilitation Act), which guarantees access, not success. While most such students are found to be eligible under the ADA and Rehabilitation Act this is not always the case. Moreover, the level of services provided at post-secondary institutions often departs remarkably from the level of services many students received in high school.