

FACULTY AND STAFF HANDBOOK

FACULTY AND STAFF HANDBOOK

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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.

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Contact Information Student Access Office Staff

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Emma Swain is the Director of the Student Access Office. She is the first point of contact for students who wish to receive consideration for reasonable accommodations. Request for consideration forms and documentation should be sent to her attention. Each student's request is considered on a case-by-case basis. Questions regarding documentation guidelines, types of accommodations available at Duke and other information about SAO should be directed to Dr. Swain.

Jim Baker
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Jim Baker is the Disability Specialist in the Disability Management System—Student Access Office. He is the contact person who meets with each student every semester to review his or her approved accommodations and works with the student to develop a plan of access for the semester. He arranges accommodations in the classroom, with housing and transportation, as well as arranging auxiliary aids such as note taking, interpreters and books in alternative format. He is available as a resource and/or counselor to students while they are attending Duke University.

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Jennifer Holt is the Disability Support Assistant. She has the general responsibility of supporting the delivery of accommodations to students who are registered with the Disability Management System—Student Access Office, particularly in the areas of coordinating the note-taker program, coordinating classroom accommodations and providing course materials in alternative format.

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Factors, Rights, and Responsibilities of Students and of Duke University

Factors at the Post-Secondary Level:

- Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA)
- Disability Management System--Student Access Office (SAO) Procedures

Responsibilities of Students with Disabilities:

- Meet qualifications
- Self-identify
- Provide documentation
- Follow established institutional procedures (see procedures for requesting procedures for consideration for reasonable accommodations)
- Request accommodations each semester in a timely manner by meeting with his or her Disability Specialist/Liaison.
- Notify his or her Disability Specialist/Liaison if there are difficulties securing accommodations or with the quality of the accommodations.

NOTE: Receiving services or accommodations at the high school level, at another college or university, or testing agency does not necessarily mean that Duke University will conclude that the student is disabled and/or agree to provide the student with the same services or accommodations received at other educational institutions.

Rights of Students with Disabilities:

- Equal access to courses, programs, services and activities
- "Reasonable" accommodations
- Right to File a Grievance/Complaint

Responsibilities of the University:

- Give notice of available services
- Ensure that programs, services, and activities when viewed in their entirety are accessible
- Explore and provide appropriate reasonable accommodations
- Ensure that all information will be maintained and used in accordance with applicable confidentiality requirements

Rights of the University:

- Identify and establish core competencies and technical standards
- Request and receive current documentation
- Determine reasonable accommodations
- Deny a request for accommodations or change an accommodation that is listed on the signed Accommodations Agreement in specific situations when an accommodation would change the fundamental nature program and/or pose an undue burden.

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Procedures for Requesting Consideration for Reasonable Accommodations

1. Student's who wish to be considered for reasonable accommodations at Duke University must identify themselves to the Disability Management System--Student Access Office (SAO). A student entering Duke University for the first time will receive in their initial information packet a Request for Consideration for Reasonable Accommodations/Exchange of Information Release Form and a cover letter containing procedures for receiving consideration for reasonable accommodations at Duke University. A student who is currently enrolled at Duke University can obtain information either by calling SAO or by accessing the SAO Web site.
2. The student's first step in the consideration process is to complete, sign and return the Request for Consideration for Reasonable Accommodations/Exchange of Information Release Form and full documentation to the SAO.
3. The Student Access Office reviews the student's documentation to determine if it is appropriate and complete. If additional information or clarification is needed, the director consults with the student and/or appropriate health care provider. If additional documentation is needed it is the student's responsibility to provide it.
4. The SAO completes a careful review of the student's documentation to determine whether or not the student is disabled under the ADA and/or Rehabilitation Act and eligible to receive accommodations at Duke University.
5. After it has been determined that a student is disabled under the ADA and/or Rehabilitation Act and eligible to receive accommodations, the SAO prepares a list of reasonable accommodations based on the documentation. The director reviews the suggested accommodation list with the Disability Specialist or appropriate disability liaison, to determine if the suggested accommodations are reasonable in the context of the student's academic program.
6. The director then meets with the student to discuss the student's impairment and recommended accommodations and to complete an Accommodations Agreement, which is signed by both the student and director.
7. The director refers the student to the disability specialist or appropriate Disabilities Liaison, who arranges accommodations for each semester.
1. NOTE: Students must request accommodations each semester. It is the student's responsibility to schedule an appointment to meet with the Disability Specialist or Liaison each semester in to make arrangements for the implementation of accommodations
8. If a student disagrees with the eligibility and/or accommodations decisions made by the SAO, it is recommended that the student meet with the SAO Director to discuss his/her questions and concerns.
9. Any student who disagrees with the eligibility and/or accommodations decisions made by the Disability Management System--Student Access Office has the right to file a grievance/ complaint. Information regarding the filing of a grievance and/or complaint is available by contacting the Office of Institutional Equity at (919) 684-8231.

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Complete procedures can be found on the Disability Management System--Student Access Office Web site:

<http://aaswebsv.aas.duke.edu/skills/SAOwebsite/procedures.html>

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Accommodations for Eligible Students

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 classroom accommodations must be authorized through the Student Access Office in accordance with our “Procedures for Requesting to be Considered for Reasonable Accommodations”.** If you have questions regarding accommodations, please contact Dr. Emma Swain, Director, or Jim Baker, Disability Specialist, at the Student Access Office (919) 668-1267.

Accommodations are determined on individualized basis according to the nature of the disability and the academic environment. Academic accommodations include, but are not limited to the following:

Testing Accommodations

- Extended Time (generally time and one half)
- Minimal distraction area for in-class tests and examinations
- Scribe
- Reader
- Large print materials
- Braille
- Computer

Classroom Accommodations

- Accessible building/room
- Note-takers
- Tape Recorder
- Priority Seating
- Interpreters
- CART (Computer Aided Realtime Translation)
- CCTV (Close circuit TV)

Classroom Support

- Books and materials in an alternative format*
- Alternative format: Some students need print material in an alternative format. When a faculty member is contacted by a student and/or the Disability Management System-- Student Access Office requesting information regarding required textbooks, reading materials and other reading expectations for an up-coming course, it is important that the information be provided immediately. It is also important that faculty submit textbook orders to the Duke bookstore on or before the bookstore deadline. In addition, a syllabus for the course may also be requested to facilitate obtaining and converting materials into an alternative format. It takes a considerable amount of time to obtain and convert materials into an alternative format.

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Transportation

- Van transportation on campus

Housing

- Approval for housing accommodations that provide access to facilities.

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Implementing Accommodations in Your Classroom

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 classroom accommodations must be authorized through the Student Access Office in accordance with our “Procedures for Requesting to be Considered for Reasonable Accommodations”. If you have questions regarding accommodations, please contact Dr. Emma Swain, Director, or Jim Baker, Disability Specialist, at the Student Access Office (919) 668-1267.

A student who is registered with the Disability Management System--Student Access Office (and thus eligible to receive accommodations) must arrange a meeting with his or her disability specialist/liaison to request accommodations each semester.

Undergraduate students meet with the Disability Specialist who prepares the Accommodations Letters. These letters are used as an introduction to the faculty and contain a list of the accommodations the student has been approved to receive.

The intention of the accommodation letter is to allow the best possible interaction between the faculty member and the student in arranging the delivery of accommodations. Accommodations are designed to provide access to courses.

Note: The Disability Specialist at the Student Access Office works with undergraduate students. The Disability Liaisons works with graduate and professional students at their respective colleges, schools and programs.

Students

1. It is the student's responsibility to request academic accommodations each semester. The student must schedule an appointment to meet with his or her disability specialist/liaison to arrange accommodations.
2. The student should come to the meeting prepared to discuss their semester courses. The student should also bring to the meeting a list of their professors' names and campus addresses (Duke Box #.) In addition, undergraduate students should bring the name and campus address (Duke Box #) of their academic dean.
3. The disability specialist/liaison and the student discuss each course and determine the courses for which each accommodation will be used.
4. For undergraduates, the student and the Disability Specialist complete, sign and date an Accommodations Request Form.
5. For undergraduates, the Disability Specialist writes and mails an accommodation letter to each of the student's instructors. The letter contains a list of the accommodations the student has been approved to receive. A copy of the letter is mailed to the student and to the student's dean.

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6. It is recommended that the student meet with each of his or her instructors early in the semester to discuss how his or her approved academic accommodations will be arranged.

NOTE: It is the responsibility of the student to initiate this discussion, giving the faculty member a reasonable amount of time (at least 1-2 weeks prior to a test/and or examination) to arrange the needed accommodations. The instructor cannot be held responsible for making arrangements if the student has not made his or her needs known at least 1-2 weeks in advance.

Faculty

1. Faculty members of undergraduate students and some graduate and professional students will receive an Accommodations Letter providing information about each student who is eligible for accommodations. The letter will contain a list of the accommodations the student has been approved to receive. (The letter will also provide information regarding the delivery of accommodations such as extended time, separate testing area, and use of note takers.)
2. If a faculty member believes that an accommodation listed in the letter would fundamentally alter the nature of the course or program, he or she should contact the SAO Director immediately at 668-1267.
3. Some students need print material in an alternative format. When a faculty member is contacted by a student and/or the Disability Management System--Student Access Office requesting information regarding required textbooks, reading materials and other reading expectations for an up-coming course, it is important that the information be provided immediately. It is also important that faculty submit textbook orders be submitted to the Duke bookstore on or before the bookstore deadline. In addition, a syllabus for the course may also be requested to facilitate obtaining and converting materials into an alternative format. It takes a considerable amount of time to obtain and convert materials into an alternative format.
4. If a faculty member is uncertain about how an accommodation should be implemented he or she should contact the SAO Disability Specialist (668-1267) or the appropriate Disability Liaison immediately.
5. Please be aware that all information regarding a student's disability is to be kept confidential.

NOTE: Students frequently approach faculty members with requests for special privileges such as extensions of due dates or alterations to assignments. Of course, faculty members have the right to respond to such requests, as they deem appropriate and to extend academic privileges to any of their students. Some students may have a request such as extended time to take exams because they have a disability. In these cases, faculty members should be aware that if the student has submitted appropriate documentation and has been approved for accommodations, the student's instructors will have received information from SAO (in the form of an Accommodations Letter) or will have been contacted by a disabilities liaison. If the student has not registered with SAO when such a request is made to a faculty member, the student should be referred to our office. Requests such as extended time are not accommodations for

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the purpose of the ADA and Rehabilitation Act, unless information to this effect has been received from SAO or a disabilities liaison.

To better serve students and to avoid confusion, faculty members often include a disability statement on their syllabus. For example, a statement might read:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Management System--Student Access Office at 668-1267 as soon as possible to better ensure that such accommodations can be implemented in a timely fashion.

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Learning Disability

Description

A learning disability is a deficiency in the processing of information that effects understanding, perceiving, and/or the use of language and concepts. This disability may manifest itself in listening, thinking, speaking, writing, reading, and spelling. It is neither an intellectual impairment nor an emotional problem. These disabilities are intrinsic to the individual and may be evident throughout their life span. Each student with a learning disability has his or her own set of characteristics; one student is not necessarily like another.

While a learning disability cannot be cured, a student with a learning disability can be greatly assisted through instructional intervention and compensatory strategies. A variety of instructional modes that incorporate audio, visual and/or hands-on interaction can enhance learning for students with learning disabilities.

Colleges and universities are required by federal law to ensure program access by providing reasonable and appropriate accommodations. If a faculty member believes an accommodation listed in a student's accommodation letter would change the fundamental nature of the course or program, he or she should contact the SAO Director immediately. Accommodations for students with learning disabilities vary and are determined by the form of learning disabilities present (as identified by the student's documentation), by the individual's coping strategies, and by the manner in which course material is presented and/or assessed.

Common accommodations include, but are not limited to:

- Extended time for in-class examinations
- Minimal distraction area for in-class examinations
- Test scribe for in-class examinations
- Note taker
- Tape recorder
- Priority seating
- Books and materials in alternative format

Alternative Format

Some of these students need print material in an alternative format. When a faculty member is contacted by a student and/or the Disability Management System--Student Access Office requesting information regarding required textbooks, reading materials and other reading expectations for an up-coming course, it is important that the information be provided immediately. It is also important that textbook orders be submitted to the Duke bookstore on or before the bookstore deadline. In addition, a syllabus for the course may also be requested to facilitate obtaining and converting materials into an alternative format. It takes a considerable amount of time to obtain and convert materials into an alternative format.

Arranging for Accommodations

After receiving an Accommodation Letter from the Student Access Office, the faculty member will be contacted by the student to discuss how the accommodations listed in the letter will be arranged.

Suggestions

The following strategies can enhance learning for students with a learning disability as well as for other students.

Multi-Modality Instruction

A multi-modality approach to instruction assists these students in finding a modality that is consistent with their learning strength. Providing important information and an assignment in both oral and written formats helps avoid confusion.

Study Aids

Study questions, study guides, opportunities for questions and answers, and review sessions help students who need a lot of repetition.

Assistance with Structure

A syllabus with clearly delineated expectations and due dates helps these students understand the conceptual organizational structure of the course. Providing students with frequent opportunities for feedback can also be helpful.

Examinations, Tests and Quizzes

Make exam, test and quiz results available for the student to review.

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Attention Deficit/Hyperactivity Disorders (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 (DSM IV). Students with ADHD or ADD (without hyperactivity) may have difficulty with concentration, distractibility, organization, task-completion, and sedentary tasks such as reading and/or planning.

ADHD arises during childhood (symptoms appear at or before the age of seven) and is attributed neither to gross neurological, sensory, language, or motor impairment nor to mental retardation or severe emotional disturbance. Some students with ADHA are prescribed medication for their condition. This medication may be a stimulant, which actually calms them and helps them focus on tasks. Anti-depressants may also be prescribed.

Colleges and universities are required by federal law to ensure program access by providing reasonable and appropriate accommodations. If a faculty member believes an accommodation listed in a student's accommodation letter would change the fundamental nature of the course or program, he or she should contact the SAO Director immediately. Accommodations for students with ADHD vary, determined by the severity of ADHD (as identified by the student's documentation), the individual's coping strategies, and the manner in which course material is presented and/or assessed.

Common accommodations include, but are not limited to:

- Extended time for in-class examinations
- Minimal distraction area for in-class examinations
- Note taker
- Tape recorder
- Priority seating

Arranging for Accommodations

After receiving an Accommodation Letter from the Student Access Office, the faculty member will be contacted by the student to discuss how the accommodations listed in the letter will be arranged.

Suggestions

The following strategies can enhance learning for students with an Attention Deficit/Hyperactivity Disorder as well as for other students.

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Psychiatric Disability

Description

Students with psychiatric disabilities who are registered at SAO generally have a persistent psychological impairment that adversely affects their educational access, their academic performance, and/or daily functioning. These students frequently require medication. Psychiatric impairments include, but are not limited to: depression, bipolar disability, anxiety disability, and schizophrenia.

In most situations a faculty member will not be aware that a student with a psychiatric impairment is in his or her class. Because students do not show any outward signs of the impairment does not mean that their impairment is any less disabling than a more visible impairment. Many of these students are fearful of and have faced stigmatization because of their impairment. Some do not need or request any accommodations, while others require a variety of accommodations. For some, the impairment is chronic and episodic in nature and requires accommodations only when the individual is experiencing symptoms during a psychiatric episode.

Colleges and universities are required by federal law to ensure program access by providing reasonable and appropriate accommodations. If a faculty member believes an accommodation listed in a student's accommodation letter would change the fundamental nature of the course or program, he or she should contact the SAO Director immediately. Accommodations for students with psychological impairments vary and are determined by the specific impairment as identified in the student's documentation, symptoms and/or side effects from medications.

Common accommodations include, but are not limited to:

- Extended time for in-class examinations
- Minimal distraction area for in-class examinations
- Preferential Seating
- Note taker
- Extensions for Assignments (decision made on an assignment-by-assignment basis in consultation with the student's faculty member and medical professional)
- Rescheduled Examinations (decision made on an examination by examination basis in consultation with the student's faculty member and medical professional)

Arranging for Accommodations

After receiving an Accommodation Letter from the Student Access Office, the faculty member will be contacted by the student to discuss how the accommodations listed in the letter will be arranged.

Suggestions

Welcoming and Supportive Environment: Many students with psychiatric disabilities fear stigmatization because of their impairment. If a student shares his or her impairment with an instructor, please be supportive.

Make-up Work

When students are experiencing a serious episode, he or she may miss class, assignments, and examinations. In these instances, please refer the student to the SAO Director who will assist the student in getting appropriate medical information. The director will also work with appropriate faculty, deans, etc to determine reasonable accommodations.

Behavior

Students with psychiatric impairments must follow the same behavior requirements as students without psychiatric impairments.

Confidentiality

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

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Blindness and Low Vision

Description

Only two percent of people with vision impairments are totally blind. Most blind people have some amount of usable vision. There are three degrees of vision loss:

1. Visual acuity of 20/200—the legally blind person can see at 20 feet what the average-sighted person can see at 200.
2. Low vision—limited or diminished vision that cannot be corrected with standard lenses.
3. Partial sight—the field of vision is impaired because of an illness, a degenerative syndrome, or trauma.

Common accommodations include, but are not limited to:

- Alternative print formats (Braille, audio tape, large print or electronic text)
- Magnification devices (CCTV's and hand-held magnifiers)
- Bright incandescent lighting
- Tactile cues on materials and equipment
- Adaptive computer equipment
- Readers for exams
- Print scanners
- Early syllabus
- Taped lectures
- Lab assistants
- Copies of notes and overheads
- Extended time for in-class examinations

Alternative Format

Some of these students need print material in an alternative format. When a faculty member is contacted by a student and/or the Disability Management System--Student Access Office requesting information regarding required textbooks, reading materials and other reading expectations for an up-coming course, it is important that the information be provided immediately. It is also important that textbook orders be submitted to the Duke bookstore on or before the bookstore deadline. In addition, a syllabus for the course may also be requested to facilitate obtaining and converting materials into an alternative format. It takes a considerable amount of time to obtain and convert materials into an alternative format.

Arranging for Accommodations

After receiving an Accommodation Letter from the Student Access Office, the faculty member will be contacted by the student to discuss how the accommodations listed in the letter will be arranged.

Suggestions

The following strategies can enhance learning for students with a visual disability.

- Provide reading lists or syllabi in advance to allow time for the student to secure the printed material in alternative formats: tape, Braille, large print, electronic text or tactile materials (for diagrams or illustrations).
- If asked, reserve front seats for blind and low-vision students. If a guide dog is used, it will be highly disciplined and require little space.
- Face the class when speaking.
- Be flexible with deadlines if the document conversion process holds up the completion of an assignment.
- Convey in spoken words all material that you put on the chalkboard.
- Permit lectures to be taped and/or provide copies of lecture notes; assist the student in locating a note-taker if requested.
- If asked, provide large print copies of classroom materials by enlarging them on a photocopier or using a larger font when printing materials from a computer. It is helpful to provide alternative formats to blind students at the same time materials are given to the rest of the class.
- Plan field trips and special projects such as internships well in advance to assure that needed accommodations are in place.

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Mobility and Chronic Health

Description

Mobility/Chronic impairments range in severity from limitations on stamina to paralysis. Mobility/Chronic impairments are caused by conditions present at birth, through illness or by physical injury.

Injuries cause different types of mobility impairments, depending on the area of the spine that is affected. Quadriplegia affects the extremities and trunk and which can be caused by a neck injury. Paraplegia affects the lower extremities and the lower trunk and is caused by an injury to the mid-back.

Amputation is the removal of one or more limbs, sometimes caused by trauma or another condition.

Arthritis is the inflammation of the body's joints, causing pain, swelling, and difficulty in body movement.

Back disorders can limit a student's ability to sit, stand, walk, bend, or carry objects. They include, but are not limited to, degenerative disk disease, scoliosis, and herniated disks.

Cerebral palsy is the result of damage to the brain prior to or shortly after birth. It can prevent or inhibit walking and cause a lack of muscle coordination, spasms, and speech difficulty.

Neuromuscular disorders include a variety of disorders, such as muscular dystrophy, multiple sclerosis, and ataxia that result in degeneration and atrophy of muscle or nerve tissues.

Common accommodations include but are not limited to:

- Note-takers
- Accessible classrooms/location/furniture
- Alternative ways of completing assignments
- Lab or library assistants
- Assistive computer technology
- Test scribe for in-class examinations

Arranging for Accommodations

After receiving an Accommodation Letter from the Student Access Office, the faculty member will be contacted by the student to discuss how the accommodations listed in the letter will be arranged.

Suggestions

The following strategies can enhance learning for students with a mobility and/or chronic health disability.

- Consider the accessibility of your classroom, lab and curriculum early in the semester, and discuss any concerns with the student and, if necessary, with the Disability Services staff.
- Be prepared to change the classroom or building if you are scheduled to teach in an inaccessible location. The University's Room Scheduling office can assist you with this change.
- Familiarize yourself with the building's emergency evacuation plan and assure that it is manageable for students who are physically disabled.
- Allow in-class-writing assignments to be completed out of class, if necessary.
- Allow the use of a tape recorder or, if requested, assist the student in identifying a notetaker.
- In laboratory courses, SAO may request that you team the student with a lab partner.
- If you put materials on reserve, consider providing a separate copy of the material to students.
- If your course includes field trips or off-campus assignments, talk with students about arranging for accessible transportation.

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Deafness and Hard of Hearing

Description

Individuals who are deaf or hard of hearing rely upon visual input rather than the auditory input when communicating. Students who are deaf or hard of hearing do not all have similar characteristics. Some have a measure of usable residual hearing and use a device to amplify sounds. Some choose to speak; others use very little or no oral communication. The causes and degrees of hearing loss vary across the deaf and hard of hearing community. In general, there are three types of hearing loss:

1. Conductive loss which affects the sound-conducting paths of the outer and middle ear.
2. Sensorineural loss that affects the inner ear and the auditory nerve and can distort sounds even if they are heard.
3. Mixed loss that results from both a conductive and sensorineural loss.

The student's age at the onset of deafness and the degree of the hearing loss (deaf or hard of hearing) may affect English language skills, speech development, and cultural identification. Deafness cuts off many traditional avenues to general information (radio, television, overheard conversations, etc.)

Common accommodations include, but not limited to:

- Sign Language or oral interpreters
- CART (Communication Aided Real Time Translation) services
- Assistive listening devices
- TTY's, volume control telephones
- Signaling devices (flashing light to alert individuals to a door knock, ringing telephone, etc.)
- Note-takers
- Captions for films and videos
- Preferential seating

Arranging for Accommodations

After receiving an Accommodation Letter from the Student Access Office, the faculty member will be contacted by the student to discuss how the accommodations listed in the letter will be arranged. In some cases the SAO will contact the faculty before the semester starts to arrange the use of an interpreter, CART services, etc.

Suggestions

The following strategies can enhance learning for students with a hearing disability.

- If requested, reserve front row seating for deaf and hard of hearing students. An unobstructed line of vision is necessary for students who use interpreters and for those who rely on lip reading. If an interpreter is used, the student's view should include the interpreter and professor.

- When working with a deaf or hard of hearing student, keep your face within view of the student and speak in a natural tone.
- Recognize that many deaf students are second language users of English. American Sign Language, which has a very different grammatical structure, may be the student's first language. Therefore, you may see grammatical and sentence structure errors in their written assignments. Encourage students to use the Writing Center and work with proofreaders to correct their work.
- Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- Repeat the comments and questions of other students, especially those from the back rows and acknowledge who has made the comment so the student and/or interpreter can follow the conversation.
- If requested, provide a copy of your notes or assist the student in identifying a notetaker.

When possible, provide the student and the interpreter with class outlines, lecture notes, lists of new technical terms, and printed transcripts of audio and audiovisual materials.

- Request and use open or closed caption videos and films.
- Do not hesitate to communicate with the student in writing or e-mail when conveying important information such as assignments, scheduling, deadlines, etc.

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Fire and Safety

The Disability Management System—Student Access Office (SAO) and the Office of Occupational and Environmental Safety work together to ensure safe access from Duke facilities for students with disabilities.

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Confidentiality and Release of Information

The Disability Management System--Student Access Office is committed to ensuring that all information regarding a student, including information obtained in diagnostic and medical reports, is maintained as required by law and confidentiality requirements.

Information related to a student's disability, including reports from medical doctors and psychologists, should be forwarded to:

**Disability Management System--Student Access Office
402 Oregon Street, Suite 102
Box 90142
Durham, NC 27708**

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Temporary Conditions

Definition

Temporary conditions occur for a relatively short period of time, but can impact the student's ability to function in his or her usual manner. These conditions can include fractures, severe sprains, infections and other non-permanent conditions.

Temporary conditions are not covered by the ADA and/or Rehabilitation Act. However, Duke University is committed to providing assistance to these students.

Assistance

Assistance for these situations is dependent on an assessment of the impact the temporary condition has on the student's required academic activities.

For information regarding temporary conditions that require classroom adjustments, the student should contact (919) 668-1267. The student must have a statement from his/her treating physician. The statement must:

- Be on letterhead and signed by the physician
- Contain a brief description of the condition with diagnosis and limitation of activities
- The length of time the student will need classroom adjustments

For information regarding temporary conditions that require accessible van transportation on campus, the student should contact (919) 668-1267. The student must have a statement from his/her treating physician. The statement must:

- Be on letterhead and signed by the physician
- Contain a brief description of the condition with diagnosis and limitation of activities
- The length of time the student will need accessible van transportation

For special parking for a period of twelve weeks or less, the student should go to the Parking Office to get a special parking permit. The student must take a statement to the Parking Office from his/her treating physician. The statement must:

- Be on letterhead and signed by the physician
- Contain a brief description of the condition with diagnosis and limitation of activities
- Specify the length of time the student will need special parking
- Address the maximum distance the student can walk
- Address the student's ability to negotiate stairs
- Address the student's ability to ride campus buses

For more information about special parking, see the [Parking Office Web site](#).

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Assistive Technology Available at Duke University

Please contact the Disability Management System—Student Access Office (SAO) for Additional Information

Dragon Naturally Speaking—A voice recognition computer program that creates Word documents from speech.

Kurzweil 1000—Scans documents and reads them, also allows writing functions. Will scan PDF files.

Kurzweil 3000—Scans documents and reads them, also allows writing functions. Will scan PDF files.

Alpha Smart 3000—Small computerized note-taking device.

ZoomText Software XTRA 7.0—Text enlarging software for computers.

Individual Assistive Listening Devices—Amplifies sound. Best used with mild hearing loss.

Portable Listening System for small meeting or classroom spaces. Contains one Listen Personal System package, a Listen neckloop, and batteries (no AV equip).

Wynn Reading Software Software to help individuals read and write more effectively.

Inspiration Software—For help with the paper-writing process.

Closed Circuit TV—Magnifying device for printed materials.

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Resources Available at Duke University

A variety of campus resources can assist Duke students as they manage their academic careers. For undergraduate students, the Academic Skills Instructional Program provides a [comprehensive listing of individuals, programs, and departments](#) that can be of use to students. Graduate and Professional students can contact their Disability Liaison.