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I. Purpose and Role of an Access and Accommodation Resource Coordinator (AARC)

This manual is a guide for faculty and staff working with students with disabilities. The University of Wisconsin-Madison is committed to creating an inclusive, accommodating, and supportive learning environment. Faculty and staff who work with students with disabilities can consult this manual as well as the Access and Accommodation Resource Coordinator (AARC) within their departments. AARC staff, who have received training on disability and access issues, are a valuable resource to their colleagues by providing information, facilitating the provision of accommodations, and assisting in resolving disability-related difficulties. The AARC network serves as a powerful tool for realizing the goal of equal access to all learners on this campus.

What is an AARC?

An AARC is a designated departmental or unit representative who serves as a resource to faculty, staff and students to ensure an accessible learning environment for students with disabilities.

What is the AARC network?

The AARC network includes over 120 designated liaisons in departments and units across campus. It provides opportunities for AARCs to connect through trainings and to serve as resources to other AARCs.

The AARC network serves as a powerful tool for realizing the goal of equal access to all learners on this campus.

What does an AARC do?

- Assists in finding resources for faculty to provide academic accommodations (e.g. quiet room & proctors for test-taking)
- Consults with faculty on unusual accommodation requests (e.g. alternative test format)
- Consults with faculty on complex student issues (e.g. extended absences, multiple assignment extension requests)
- Serves as a neutral departmental contact to students who request accommodations or propose an alternative to an accommodation
- Facilitates resolution of conflicts either directly or by referral to campus resources (e.g. academic deans, McBurney Center, Division of Student Life)
• Makes recommendations that ensure departmental programs, activities and services are fully accessible to students with disabilities
• Educates students and colleagues about disability issues, strategies, and policies
• Facilitates referrals to campus resources such as the McBurney Disability Resource Center
• Facilitates access to an applicable appeals procedure when a request for an accommodation has been denied

What are the characteristics of an effective AARC?

• Possess strong communication skills
  ✓ Ability to facilitate discussions
  ✓ Conflict resolution skills including the ability to listen to all factors before making conclusions
  ✓ Sensitivity, empathy
• Embrace his/her role
  ✓ Actively participate in his/her role
  ✓ Be proactive and assertive
  ✓ Has a strong knowledge base; knowledge of eligibility process, accommodations and provision of accommodations
• Has good networking skills
  ✓ Awareness of partners to resolve issues (e.g. Testing & Evaluation Services, Deans)

What is the AARC’s responsibility regarding confidential student information?

Student disability information is a confidential record protected by the Family Educational Rights and Privacy Act (FERPA). Communication about disability or accommodations should respect a student’s right to privacy at all times. Conversations between instructors and students about disability-related matters, including accommodation arrangements, should be conducted privately. The focus of the conversation should be on the accommodation arrangements, not the disability (e.g. diagnosis, symptoms). Confidential information should only be shared with those who have a legitimate need to know.
II. Students with Disabilities

1. What is a disability?

According to the Americans with Disabilities Act, a disability is a physical or mental impairment that substantially limits one or more major life activities. A student must have a diagnosis to be considered for disability accommodations, but not all those with assessed or diagnosed impairments will necessarily qualify for disability status.

2. What are the most common types of disabilities?

The majority of students have hidden conditions, for example ADHD, depression or diabetes. Students with learning disorders comprise about half the population of students served at the McBurney Center while the fastest growing population is students with psychological conditions, such as anxiety, bipolar disorder or post-traumatic stress disorder. The number of students with chronic health conditions like cancer or HIV/AIDS continues to grow and, on a smaller scale, the number of students on the autism spectrum.

3. What is the McBurney Center and what is their role?

The UW achieves its legal obligation to provide equal access to students with disabilities through the McBurney Disability Resource Center. The Center determines if students qualify for academic accommodations, develops recommendations to facilitate equal access, and collaborates with faculty and staff to provide these accommodations.
III. Accommodation Process

1. What is an accommodation?

Reasonable accommodation, in general, is any change or adjustment that would enable a qualified individual with a disability to have equal access to a program, service, or activity. Accommodations should not fundamentally alter the program, service, or activity or cause an undue burden. What constitutes reasonable accommodation is determined on a case-by-case basis.

The following table lists diagnosed conditions, their impact on learning, and possible classroom accommodations.

<table>
<thead>
<tr>
<th>Diagnosed Condition</th>
<th>Impact on Learning</th>
<th>Possible Classroom Accommodations</th>
</tr>
</thead>
</table>
| Attention Deficit/Hyperactivity Disorder (ADHD) | Difficulty with concentration, listening, remembering, processing information | • Extended time on tests  
• Testing in a small group  
• Notetaker  
• Books in audio format |
| Learning Disability                      | Difficulty with reading, writing, calculating, processing information, remembering | • Extended time on tests  
• Testing in a small group  
• Use of computer on essay exams  
• Notetaker  
• Books in audio format |
| Psychological Disorder (depression, anxiety) | Difficulty with listening, remembering, concentration, interacting with others, self-care | • Flexibility with attendance and due dates (See Appendix E)  
• Extended time on tests  
• Test in small group  
• Notetaker |
| Chronic Health Condition (Crohn’s Disease, Diabetes, seizure disorders, migraines) | Difficulty with concentration, memory, strength, endurance, attendance            | • Flexibility with attendance and due dates (See Appendix E)  
• Extended time on tests  
• Test in small group  
• Notetaker |
| Mobility Disorder                        | Difficulty walking, sitting, bending, carrying, using fingers, hands or arms       | • Classrooms, labs, and field trips in accessible locations  
• Notetaker  
• Lab assistance  
• Adjustable tables, lab equipment located within reach  
• Assistive Technology |
<table>
<thead>
<tr>
<th>Diagnosed Condition</th>
<th>Impact on Learning</th>
<th>Possible Classroom Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>Difficult or impossible to hear or understand lecturers, access multimedia materials, and participate in discussions</td>
<td>• Interpreter, real-time captioning, FM system,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Captioned Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notetaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written assignments, lab instructions, demonstration summaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visual warning system for emergencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preferential seating</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Unable to read printed text (blind) or standard-size text (low vision)</td>
<td>• Audiotaped, Brailled, or electronically formatted lecture notes, handouts, and texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Braille lab signs and equipment labels; auditory lab warning signals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Computer with optical character reader, voice output, Braille screen display and printer output</td>
</tr>
<tr>
<td>Autism/Asperger’s Syndrome</td>
<td>Difficulty with social interactions and communication, pattern of repetitive behaviors and interests, heightened sensory awareness Watch short clip of best practices on working with students with Autism See Faculty Tips for Supporting Students with Autism</td>
<td>• Notetaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extended time on tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Testing in small group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Flexibility for group activities</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>Loss of balance or coordination, difficulty with speech, concentration, memory, and organizational and reasoning skills</td>
<td>• Extended time on tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Testing in small group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notetaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Books in audio format</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classrooms and labs in accessible locations</td>
</tr>
</tbody>
</table>
2. What is the process for determining if a student is eligible for accommodations?

Students provide information about their health or learning conditions through both self-report and clinical records (e.g. medical or learning evaluations). McBurney staff determine the impact of their disorders on major life activities, including learning, and gather information about previous accommodation use. If students’ disorders are found to be substantially limiting, they qualify for disability services and a service plan (“VISA”) is written. Students with health or psychological disorders may have symptoms that vary, but as long as these symptoms significantly affect school at times, they may qualify.

3. What is a Verified Individualized Services and Accommodations plan (VISA)?

- The VISA is a written record of the accommodations recommended by the McBurney staff for the student whose name appears on the document. Recommendations result from a thoughtful, thorough investigation of the impact of the disability.
- The VISA is a document that facilitates communication between a student and his/her faculty.

4. What are the primary areas in which accommodation may occur?

<table>
<thead>
<tr>
<th>Area</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudinal</td>
<td>Education about disability, what it is and is not</td>
</tr>
<tr>
<td>Electronic</td>
<td>Making web sites accessible to a screen reader</td>
</tr>
<tr>
<td>Instructional</td>
<td>Note takers, test accommodations, providing textbooks in an audio format</td>
</tr>
<tr>
<td>Physical</td>
<td>Providing adaptive equipment, removing a physical barrier, e.g. a ramp replacing stairs</td>
</tr>
</tbody>
</table>
5. **What is the student’s role in the accommodation process?**

The student is expected to make a timely request to meet with faculty and other appropriate university personnel to discuss his/her VISA and accommodation requests. Just as course requirements vary, so might the accommodations a student would request in a particular course. Students are expected to discuss these specific accommodations with faculty.

6. **Do accommodations need to be provided for course requirements outside of the classroom, e.g. internships, field experiences or clinical settings?**

Qualified students with disabilities have the right to access or participate in any program, service or activity offered by the university. For example, a field trip to collect botanical samples is a requirement of a class but the location is not accessible to a student with a mobility impairment. Possible alternatives are to find a way to make the location accessible or change the location of the field trip to an area that is accessible.

7. **When should an AARC collaborate with staff at the McBurney Center regarding accommodations?**

Most of the time, provision of accommodation is routine, for example, arranging the logistics of test accommodations, e.g. time and space. An AARC and the McBurney Center may collaborate in cases involving complex student accommodations, e.g. prolonged absences, meeting deadlines or group work. Another area of complexity could involve meeting technical standards in professional schools.
IV. Universal Design of Instruction

1. What is Universal Design of Instruction (UDI)?

UDI is instruction designed to be usable by all students, without the need for adaptation or specialized design. UDI is designed to reach students with a broad range of abilities, ages, reading levels, learning styles, native languages, races, ethnicities, and other characteristics. It can be applied to all aspects of instruction, including class climate, interaction, physical environments and products, information delivery, technology, feedback, and assessment.

UDI benefits students with disabilities but also benefits others. For example, captioning course videos, which provides access to deaf students, is also a benefit to students for whom English is a second language, to some students with learning disabilities, and to those watching the video in a noisy environment.

2. How are the practices of UDI implemented in the classroom?

The table below includes UDI practices, guidelines and examples of implementation in the classroom.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Guideline</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class climate</td>
<td>Adopt practices that reflect high values with respect to both diversity and inclusiveness.</td>
<td>Place a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.</td>
</tr>
</tbody>
</table>
| 2. Interaction                  | Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. | • Employ interactive teaching techniques.  
• Face the class, speak clearly, consider using a microphone, and make eye contact with students.  
• Supplement in-person contact with online communication |
<p>| 3. Physical environments and products | Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations. | Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users. |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>Guideline</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Delivery methods</td>
<td>Use multiple instructional methods that are accessible to all learners.</td>
<td>Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; engage students as much as possible. Consider lectures, collaborative learning options, hands-on activities, Internet-based communications, educational software, field work, and so forth.</td>
</tr>
</tbody>
</table>
| 5. Information resources and technology | Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students. | • Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins.  
• Allow adequate time to arrange for alternate formats, such as books in audio format. |
| 6. Feedback         | Provide specific feedback on a regular basis.                             | Allow students to turn in parts of large projects for feedback before the final project is due.                                        |
| 7. Assessment       | Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. | • Consider using traditional tests with a variety of formats (e.g., multiple choice, essay, short answer), papers, group work, demonstrations, portfolios, and presentations as options for demonstrating knowledge.  
• Provide students choices in assessment methods when appropriate. |
| 8. Accommodation    | Plan for accommodations for students whose needs are not met by the instructional design. | Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities. |

*Adapted from the University of Washington DO-IT Center*
1. How are services for students with disabilities coordinated across campus?

UW Madison employs a disability “infrastructure” that allows multiple departments and units to provide and respond to access and accommodation issues involving all members of the university community. This collaborative model utilizes the strengths and skills of specific units. For example, the Access and Accommodation in Instruction Committee addresses academic issues while the ADA Task Force (chaired by Vice Chancellor for Legal and Executive Affairs) provides leadership and guidance on non-academic issues. The McBurney Disability Resource Center is directly responsible for student issues while the Office for Equity and Diversity has primary responsibility for accommodations pertaining to UW employees. A disability specialist within OED is available to consult with the employee or the employee’s supervisor regarding appropriate workplace accommodations.

The model below demonstrates the collaborative and supportive nature of the UW disability accommodation processes.
VI. Legal Issues and Campus Policies

1. What laws protect students with disabilities?

- **Section 504 of the Rehabilitation Act, 1973** - Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds, including from the U.S. Department of Education.

- **The Americans with Disabilities Act, 1990 (ADA)** - The ADA followed and expanded on a series of earlier federal and state laws that protected persons with disabilities from discrimination. Specifically, in the context of instruction, the ADA requires that a qualified student with a disability cannot be excluded or treated inequitably solely because of disability.

- **The Americans with Disabilities Act Amendments Act of 2008** - (Amendments Act), effective January 1, 2009, amends the ADA and broadens the meaning of the term disability in Section 504 of the Rehabilitation Act (Section 504) by modifying key terms of the definition. The Amendments Act:
  - expands the definition of "major life activities";
  - redefines who is "regarded as" having a disability;
  - modifies the regulatory definition of "substantially limits";
  - specifies that "disability" includes any impairment that is episodic or in remission if it would substantially limit a major life activity when active; and
  - prohibits consideration of the ameliorative effects of "mitigating measures" when assessing whether an impairment substantially limits a person's major life activities, with one exception.

  (Adapted from the U.S. Department of Labor)

- **Wisconsin Statutes § 36.12** The Wisconsin Statutes provide that, "[n]o student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the UW system... because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status."

2. What campus and system policies address students with disabilities?

- **UW-Madison Faculty Policy on Access and Accommodation in Instruction, Faculty Document 1071 (1994)** – This document reaffirms that "[d]isability should not be the basis for exclusion from educational programs. Responsibility for shaping the teaching and learning environment and maintaining the highest academic standards rests with the faculty and staff.” This document also creates a network of AARCs to assist faculty in their responsibility.

- **Alternative Assessment for Students with Disabilities, Faculty Document 1143 (1995)** – This document guides faculty in the provision of alternative testing opportunities for students with disabilities. Faculty, either directly or in coordination with the McBurney Disability Resource Center,
is expected to work with students to identify and provide reasonable accommodations. In 2007, a Memorandum on Alternative Assessment for Students with Disabilities added that common test accommodations such as extended time on tests and testing in a small group or private setting are expected to be provided within the department.

- **Policy Governing World Wide Web Accessibility at UW–Madison** - This policy establishes minimum standards for Web page accessibility.

- **Funding and Coordinating Accommodations for UW Students with Disabilities** – This policy describes the coordination and funding responsibilities different entities on campus have in providing academically-based accommodations to UW-Madison students with disabilities.

- **UW System Nondiscrimination on Basis of Disability Policy** - (page 38, 96-6) “It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services and activities in a nondiscriminatory, integrated setting.”

### 3. Is there a process for students whose request for classroom accommodations has

Yes, the Student Accommodations Request Appeals Process. The University’s procedure for evaluating student accommodation requests involves a comprehensive multi-level petition of due process. In general, the expectation is that issues will be resolved at the departmental level with consultation from campus resources, e.g. Legal Services, McBurney Center.
VII. Resources

**Campus:**

- **Access and Accommodation Resource Coordinator (AARC)** Network – List of all campus AARCs
- **Accessible Event Considerations** – Resource for accessible event planning
- **Accessibility Resources** – Index to disability resources coordinated by the Campus Accessibility and Usability Committee on behalf of the Office of the Provost and the campus ADA Coordinator
- **Americans with Disabilities Act (ADA) Coordinator** - Office of Administrative Legal Services
- **Campus Accessibility and Usability Committee (CAUC)** - Committee of the Provost charged with monitoring and coordinating access issues throughout the UW-Madison campus
- **Committee on Access and Accommodation in Instruction** - University committee appointed by the chancellor consisting of faculty, staff and students who identify and review issues pertaining to disability, instruction and accommodations.
- **McBurney Disability Resource Center** - Resources for UW-Madison students with disabilities and disability-specific information (In progress on website. Please call McBurney at 608.263.2741 for more information).
- **Office for Equity and Diversity** – Resource for UW-Madison employees with disabilities
- **TRACE Center** is a part of the UW College of Engineering. Founded in 1971, TRACE has been a pioneer in the field of technology and disability.
- **University Health Services** – Resources for students who have physical and mental health concerns

*Students with psychological conditions, such as mood and anxiety disorders, are the fastest growing population of students with disabilities.*

**National:**

- **Association on Higher Education and Disability** (AHEAD) is an organization of professionals committed to full participation in higher education for persons with disabilities.
- **Attention Deficit Disorder Association** (ADDA) focuses especially on the needs of AD/HD adults and young adults with AD/HD.
- **The HEATH Resource Center** is the national clearinghouse on post-secondary education for individuals with disabilities
- **LD-Online** is a leading website on learning disabilities for parents, teachers and other professionals.
- **National Alliance on Mental Illness (NAMI)** is an organization dedicated to improving the lives of individuals and families affected by mental illness
- **PEPNet** provides resources and expertise that enhance educational opportunities for people who are deaf or hard of hearing

**Universal Design of Instruction:**

- **CAST** is an organization that uses technology to expand opportunities for all people, especially those with disabilities.
- **FacultyWare** provides faculty and other educators with a broad range of information and tools to enhance the design and delivery of instruction for diverse college students.
University of Washington Faculty Room is a space for faculty to learn how to maximize the learning of all students, including those with disabilities.

Veterans:

- John Bechtol is an assistant dean who works specifically with veterans through the Division of Student Life. He can be reached at (608) 890-2701 or jbechtol@studentlife.wisc.edu
- The Veterans Center is a space for postsecondary faculty and administrators to learn how to create classroom environments and campus activities that maximize learning for student veterans who have disabilities.
- Vets for Vets Student Org, 3rd Floor of 333 Campus Mall, #3136. (608) 263-3456
- U.S. Department of Veteran’s Affairs offers resources to connect veterans with employers through Vetsuccess.com
- Association on Higher Education and Disability also has print resources for working with Veterans
Appendix A: Test Accommodation Faculty Letter

Dear Faculty Member,

This FAQ handout is designed to help you understand and provide test accommodations to students with disabilities enrolled in your courses. Please feel free to contact us with your feedback, questions, or concerns.

FAQ’s - Testing Accommodations for Students with Disabilities

What are test accommodations?

Test accommodations permit students with disabilities to take exams with their disability minimized to the greatest extent possible while not fundamentally altering the intent of the exam or lowering the program standards of the university. Test accommodations may include additional test time, alternative test formats (e.g., large print, audio or Braille), or the use of adaptive equipment (word processors, electronic spelling checkers, text enlargers). Some students experience fluctuating impairments (e.g., epilepsy, depression, multiple sclerosis) which may need to be considered in determining test accommodation deadlines and parameters.

Who provides test accommodations?

Like regular exams, faculty or other instructional or support staff provide most test accommodations. Providing test accommodations within the department offers students with disabilities access to instructors during tests, ensures greater test security, and facilitates last minute changes or additions to exam questions. It also eliminates grading delays and minimizes confusion in exam delivery and return. Please see the McBurney Test Accommodations Resource Guide for Faculty (http://www.mcburney.wisc.edu/services/alt_tst/faculty.php) for resources and suggestions on providing accommodations within the department.

Who else might be involved in the test accommodation process?

The McBurney Center and the Testing and Evaluation Office (http://testing.wisc.edu) work with faculty to support the testing process in the following ways:

- When the department or student is unable to provide the adaptive technology or adaptive test format (e.g., Braille, audio) recommended on the student’s VISA, students may take exams at Testing and Evaluation Office (T&E). Tests taken at T&E require students and faculty to work together to complete written request forms in a timely manner as well as coordinate exam delivery to and from the testing location.
- When faculty have secured testing space but lack a proctor to administer the test, T&E has a campus-wide proctor pool to support departmental test proctoring. To request a proctor, please contact T&E.
- Faculty teaching large classes with many complex accommodation requests may have unique challenges with departmental proctoring. Faculty in this situation can contact the McBurney Center to explore what resource and options might exist that would permit the student to stay
in the department. When this cannot happen, the McBurney Center can refer the faculty to T&E for the service.

**When and where are accommodations provided?**

Generally, exams overlap the time of the regularly scheduled class exam. Occasionally, due to schedule conflicts or back-to-back classes, students and faculty arrange for the exam to be taken before or after the regularly scheduled class time.

Test sites in the department include adjacent classrooms, faculty offices, libraries or conference rooms. Please see the [McBurney Test Accommodations Resource Guide for Faculty](http://www.mcburney.wisc.edu/services/alt_tst/faculty.php) for resources and suggestions on providing accommodations within the department.

Tests administered through the Testing and Evaluation Office are generally proctored at T&E. During heavy exam periods, alternate sites may also be used. The Testing and Evaluation Office proctors exams in the evening and on weekends when regularly scheduled exams occur at those hours.

**What happens if faculty feels the requested accommodation is inappropriate? Who has the final authority to determine appropriate test accommodations for students with disabilities?**

Ultimately, the institution has the authority to decide the appropriateness of accommodations through a multi-level appeals process; however, most decisions are arrived at via communication between the student and faculty with additional input from the McBurney staff as needed.

Students communicate the test accommodations recommended by their McBurney Accommodations Specialist, which are based on the interaction between the student’s disability and general test conditions. McBurney staff may consult with faculty when an accommodation request is unusual or there is concern that the accommodation could fundamentally alter the intent of the exam.

Faculty may accept, modify or deny the recommendation. If accepted or modified to the satisfaction of the parties involved, the authority can be thought of as residing within the collaborative process.

If there is not a mutually agreed upon accommodation, or if a faculty member denies an accommodation, the student may appeal the decision. While an appeal is in process, faculty should provide the best possible accommodation unless doing so would create an undue burden for the faculty or department or a demonstrably unfair advantage to the student per Faculty Document 1071. For more detailed information, see the [UW-Madison disability policies](http://www.wisc.edu/policies/disability.php).

**What happens when a student makes a last minute request for a test accommodation?**

Students are responsible for providing adequate notice in order to receive test accommodations. Students who are aware of a need for accommodation at the beginning of the semester should arrange test accommodations within the first three weeks of a semester. Students who incur or recognize a
disability and the need for an accommodation during the semester should immediately consult with the instructor. One week prior to the exam is considered adequate notice although students are strongly encouraged to notify faculty as soon as a need for accommodation is known.

When a student makes a late request (i.e., less than a week’s notice), faculty should first consider whether the accommodation can be arranged or worked into existing arrangements in place for other accommodated exams. In these cases, faculty can honor the late accommodation request. Faculty may also consider and then deny the accommodation if reasonable justification can be made for the denial. For both faculty and the Testing and Evaluation Office, insufficient time to do the following may justify denial: a) consult with the student or student’s Accommodations Specialist, b) identify space and proctors or, c) adapt the exam (e.g., provide a Braille or taped copy). Faculty should then work with the student to identify arrangements for the remaining exams in the semester.

Why might it be fair for a student to take an exam under different test conditions?

Test accommodations are intended to ensure equal access to the testing process at the university. Disabilities that interfere with reading print, writing legibly, retrieving information, managing anxiety, or organizing thinking may be appropriately accommodated by a test accommodation. For most students, the disability affects the pace at which they can complete work relative to other students. Disabilities may include learning disabilities, visual impairments, motor disabilities, attentional or psychological disabilities or head injuries. For some, the accommodation itself requires more time to use (e.g., a text enlarger, an audio exam, a scribe or adaptive keyboard). By providing a test accommodation that creates a level playing field, the exam grades most fairly represent the student’s understanding of the course material with minimal interference from the disability.

How do students receive a recommendation for a test accommodation?

Students choosing to work with the McBurney Center provide disability documentation from a professional specialist (e.g., physician, clinical psychologist) that is reviewed by McBurney staff. If the documentation meets university guidelines establishing a disability, a McBurney Accommodations Specialist develops recommendations for reasonable accommodations and records them on a student’s VISA (Verified Individualized Services and Accommodation) plan. Students should provide faculty with a copy of their VISA. Faculty can also request confirmation of the accommodations by contacting the McBurney Center.

Students can also choose to work directly with faculty and independently negotiate their accommodations. Faculty members have the right to work with students directly or refer students to McBurney. McBurney staff are also available to consult with faculty regarding the requested accommodations.

What guidelines should I be following to maintain a student’s confidentiality?

Throughout the accommodation process, the student’s right to confidentiality shall be maintained. See the McBurney website (http://www.mcburney.wisc.edu/information/documentation/docconfidentiality.php) for more
information about confidentiality with regard to disability information and the accommodation process.

**Where can faculty direct questions about test accommodations?**

STUDENT: Faculty members are encouraged to first talk to the student. Students receive training at the McBurney Center on the test accommodation service and self-advocacy skills and can often answer questions or concerns.

MCBURNEY: Questions about the impact of the disability or the appropriateness of a requested accommodation can be directed to the McBurney Accommodations Specialist identified on the VISA. Staff can be reached by calling the main office at 263-2741.

TIMETABLE REPRESENTATIVE: Questions regarding locating space in the department for proctoring an exam can be directed to your Timetable representative; call 262-6345 if you need the name and number of your representative.

ACCESS AND ACCOMMODATION RESOURCE COORDINATOR (AARC): The departmental AARC provides basic information to faculty and students about the requirements of the laws governing reasonable accommodation, institutional policies, and procedures applicable to accommodation requests. View the AARC listing (www.wisc.edu/adac/facstaff/coord.html).

TESTING AND EVALUATION OFFICE (T&E): Questions regarding exam scheduling, exam pickup and delivery, or other mechanics of providing the accommodation through the T&E can be found on Testing and Evaluation’s web site (testing.wisc.edu) at or by calling T&E at 262-5863.

MCBURNEY WEBSITE: The McBurney website (www.mcburney.wisc.edu) provides information regarding disability issues, confidentiality, campus policies and procedures and relevant disability links.
Appendix B: Disability-related FAQ’s for Instructors and Staff

What should I do when a student requests accommodations but is not registered with McBurney?

Although you may provide accommodations for students with disabilities on your own, it is advisable to work with McBurney recommended processes. Doing so takes you out of the awkward position of deciding for yourself which accommodations are needed and are fair. Encourage the student to register with our office.

Students may ask for temporary accommodations, e.g. cannot write because hurt hand in a bicycle accident and can’t write or type. Use your best judgment; if it makes sense and seems fair and reasonable, you may want to provide the accommodation. If you aren’t sure or want to discuss, call the McBurney Center.

What do I do if I think a student may have a disability?

Asking the student if he/she has a disability is not advised. Rather, in a private setting, discuss your concerns with the student basing the conversation on your observations and the student’s class performance. Ask the student what he/she thinks might be impacting his/her progress in the class. A student with a disability may disclose at this time if the difficulties are disability-related. Refer the student to the McBurney Center if he/she discloses a disability or indicates he/she suspects a disability or if the student is interested in more information about campus resources.

You may also contact the McBurney Center to talk to someone about your concerns. The staff person will ask you to discuss your observations and provide suggestions for working with the student.

I usually take points off when students turn assignments in late. Should I do that for McBurney students as well?

McBurney students should be held to the same grading standards and expectations as every other student in the class. However, a McBurney student may have a diagnosed condition that could flare up during the semester impacting his/her ability to meet deadlines. If that is the case, the student’s McBurney VISA, presented at the beginning of the semester, will indicate that the student has a Supplemental Accommodation Letter for Flexibility, which outlines ways other faculty have provided flexibility around meeting deadlines. It’s important that you clearly outline your expectations around providing flexibility so the student understands there may be limits at the beginning of the semester. If the student asks for an extended deadline, be sure to clearly state as well as put in writing, when you expect the work to be turned in.
May I give non-native English speaking students accommodations?

Students who do not have a disability (e.g. non-native English speaking students) are not eligible to receive accommodations from McBurney nor are any laws upholding the right for an international student to receive accommodations. It is often best to encourage the student to seek out resources at International Student Services (ISS) or other campus resources such as GUTS or the writing center.

I’ve had students occasionally miss the majority of the course, but still want my help to complete it. It would take an extraordinary amount of extra effort to do this. What do you recommend?

Generally, if students miss the majority of a course, they do not pass. When working with students with a disability, keep in mind that accommodations should not fundamentally alter the course. In this case, if you notice a student with a disability is consistently missing classes and/or homework assignments, it is appropriate to have a conversation with the student about his/her academic performance to determine if he/she can reasonably complete the course with a passing grade given his/her absences. If it looks as though the absences will continue, talk with the student about dropping out of the course. If it is past the drop deadline, the student can make a request to meet with his/her academic dean to request for a late drop.

Professors do have the right to make the final decision. If students have completed over 60% of the coursework, they are eligible to be considered for an incomplete. In this circumstance, it is important for the professor to establish a very clear timeline to complete the course and if the student will be able to reasonably adhere to the timeline.

Is it okay to share McBurney student’s names with my fellow TAs and the coordinating professor?

Please maintain the McBurney student’s confidentiality by keeping all discussions about disability and accommodation between the two of you. Any information that identifies a student’s disability or accommodation should not be shared with anyone who is not directly participating in the accommodation process.

I sometimes have McBurney students who need quite a bit more help than other students. What’s my obligation to them?

Faculty are obligated to provide reasonable accommodations, but if at some point extra assistance becomes unreasonable, faculty may set limits. Treat a McBurney student in the same manner as other students who may need extra assistance. Refer the student to campus resources such as the Writing Center, GUTS, or individual tutors. Develop a plan and be clear about your limits and what you may or may not be able to provide.
Can I say no to an accommodation, especially if the request is late?

It depends upon the request and circumstances. Faculty may use his/her discretion to determine if an accommodation fundamentally alters a course. Faculty may deny an accommodation if it interferes with essential nature of course, such as allowing extra flexibility with due dates in a journalism class. If the request is late, such as a day before an exam, faculty may say no if there are logistical concerns such as finding a room for extended time. It’s important to be clear with the student about the need to plan in advance.

Sometimes I think student use their disabilities to get things from me like repeated extensions on assignments or extra time on their exams beyond what McBurney recommends. What should I do in this situation?

Collaborate with the student and the McBurney Accommodation Specialist to discern what is an over-accommodation or an under-accommodation. Prevention is key. Discuss accommodations on the front end to explain expectations. If there are exceptional circumstances, outline how you and the student will approach them.

How should I respond when a student asks me why a classmate has a special accommodation?

Try to head off these types of conversations by announcing early in the semester (during lecture, in the syllabus or through email) that some students in the class may receive accommodations because of compelling circumstances. Give examples that include students with disabilities, students who have a prolonged illness during the semester or a death in the student’s immediate family. If/when a student questions why a classmate is receiving “special treatment,” you can refer back to the statement you made at the beginning of the semester about compelling circumstances and leave it at that.
Appendix C: Notetaking User FAQ’s for Instructors and Staff

There may be qualified students with disabilities who require accessibility to note-taking services. There are four ways that a student may receive note-taking support.

**Paid Notetaking**

The paid note-taking service helps to locate other students in the classroom who agree to share their notes with the student with a disability for a stipend. The faculty role is primarily to assist with notetaker recruitment. Throughout the notetaking process, faculty are asked to respect the students' right to confidentiality by not singling out students in front of the class. See faculty link on the website for McBurney Disability Resource Center.

**Smartpen**

This uses technology to link audio recording to what a student is writing on paper. A student has the benefit of being able to independently take their own notes by having the capacity to use the audio recording to fill in information they miss because of the impact of their disability. Students who use Smartpens are trained to inform faculty they will be using a Smartpen. Students are also informed that they should share the recording with anyone else in the class. Please note the UW policy on recording lectures.

**Intermittent Notetaking Support**

There are situations in which students with fluctuating conditions may miss class or may attend class but be unable to take notes. Faculty are sometimes asked to help recruit a volunteer who is willing to share notes on occasion. More information can be found at the McBurney Disability Resource website on notetaking support (http://www.mcburney.wisc.edu/services/#na).

**Other Technologies**

With the emergence of tablets and smartphones, and increased capabilities of laptops, it is encouraged that some students with disabilities record lectures. It may be suggested to students whose disabilities impact notetaking and who would benefit from using audio to supplement their notes. Please note that it is UW policy that a student with a disability can record a lecture to supplement their notes, provided the student does not release the lecture.
Appendix D: Notetaking Service Faculty Letter

The McBurney Disability Resource Center is requesting your assistance in recruiting a notetaker for the class listed below. The notetaking service ensures that students are not put at an academic disadvantage and meets requirements of federal law and UW System policy. Approval for notetaking is confirmed on the student’s VISA (Verified Individualized Services and Accommodations) plan.

Name of Class:

Lecture: Discussion*: Lab*:

*If notes are requested for discussion or lab, we recommend recruiting there to ensure the notetaker and McBurney client are enrolled in the same section. If there are problems with recruitment, we recommend talking with the student about the impact of having notes from a different discussion or lab.

If other options for obtaining complete, legible notes are available (e.g., instructor notes, notes posted on the web, a referral to a particular student enrolled in the class whom you’d recommend, etc.), please discuss those options with the student. Otherwise, please follow the recruitment steps listed below.

Notetaker Recruitment Process:

1. McBurney students choose between two options for recruiting a class notetaker. In Option A, the McBurney student meets with prospective notetakers after class to review the quality and comprehensiveness of the notes. In Option B, prospective notetakers submit copies of their notes (either paper or electronic) to the faculty to route to the McBurney student. The McBurney student’s choice for your class is indicated on Page 2 of this document.

2. Read the selected recruitment statement in class

OR

Email the selected recruitment statement to the class roster (to copy the email text, see http://www.mcburney.wisc.edu/facstaffother/faculty/notetaking.php).

3. If the McBurney student has selected Option B, please collect sample notes from the prospective notetakers; the McBurney student will pick them up from you. If the sample notes are provided electronically, please forward them to the McBurney student.

4. Some McBurney students may ask for your feedback on the quality of the notes. Your assistance in reviewing notes for accuracy and comprehensiveness will be greatly appreciated.

5. If there is more than one McBurney student requesting notetaking in your class, the notetaker may share notes. Notetakers are paid 50% more for each additional student.
If you have further questions or concerns, please refer to the web site listed on Page 1 or contact the McBurney Center. Thank you for assistance in providing an accessible class environment for the student.

Disability-related information, including the accommodations provided, is confidential. Please protect the student’s privacy by not singling the student out in front of others or disclosing the student’s name or any other identifying information at any time during or after the semester. Thank you.

_____ Recruitment Option A (After class meeting with McBurney student)

Students who are looking for an easy way to earn some extra money should listen carefully to the following announcement.

The McBurney Center is recruiting a paid notetaker for this class. You’ll receive a stipend of about $30 per credit for notes provided for the entire duration and scope of the class. No extra time outside of class is required, except for a short orientation for new notetakers. Detailed instructions will be on the Notetaker Information Form you’ll get from the McBurney student as soon as you are hired.

If interested, bring your notes to the front of the room after class to meet with the student who needs the notetaker.

_____ Recruitment Option B (Submission of sample notes to faculty)

Students who are looking for an easy way to earn some extra money should listen carefully to the following announcement.

The McBurney Center is recruiting a paid notetaker for this class. You’ll receive a stipend of about $30 per credit for notes provided for the entire duration and scope of the class. No extra time outside of class is required, except for a short orientation for new notetakers. Detailed instructions will be on the Notetaker Information Form you’ll get from the McBurney student as soon as you are hired.

If interested, make copies of sample notes for today and email or submit them to me as soon as possible. Make sure you include your name, phone number and email address on your sample notes. If your notes are selected, you will be contacted directly by the student who needs the notetaker.
Appendix E: Student Accommodation Letter for Flexibility

Date:  
Students Name: [Student’s First and Last Name]  
VISA Dates: Original____, Revised On____, Expiration____

Dear Faculty:

As part of the intake process at the McBurney Center, I have reviewed the disability documentation for <student’s name> and have made a variety of recommendations to support access to classroom learning. One aspect of this student’s disability is that the symptoms of the disorder may fluctuate over the course of a semester. When this occurs, the student’s functioning level may be significantly compromised resulting in an inability to attend class, meet a deadline for a paper or project, or take an exam on a specific day.

Per Faculty Document 1072 (www.wisc.edu/adac/1071.html), faculty, either directly or in coordination with the McBurney Center, are expected to work with students to identify and provide reasonable instructional accommodations. Students, in turn, are expected to make timely requests for accommodations.

We encourage students to meet with faculty either prior to the start of the semester or within the first three weeks to discuss course requirements and possible accommodations that would meet the student’s needs while maintaining course standards. We recommend that you and the student come to an agreement on what accommodations will be provided when needed. We have found that it is in everyone’s best interest to have this agreement in writing. A follow up email by you to the student with the details would suffice. I am also available to assist both of you in reaching an equitable outcome. My contact information is on the student’s McBurney service plan (VISA).

A reasonable accommodation preserves both the integrity of the course and the student’s right to participate in classroom activities. Over the years, our office has collected a list of suggestions that have been used by other UW faculty members who have worked with students whose disabilities interfere with regular attendance or the ability to meet deadlines. The list is provided on the back of this letter. These suggestions are intended to supplement the solutions you already use for students who may encounter a temporary or situational circumstance preventing them from meeting your course deadlines or attendance policies. We also welcome any suggestions you have to support students in this manner.

Please feel free to contact me if you would like to discuss accommodations for this student or approaches to working with any student with a disability on campus. Thank you for your assistance.

Sincerely,

Accommodation Specialist
Accommodation Suggestions to Support Students with Disabilities Affecting Class Attendance, Exam Attendance, and Deadline Expectations

Students who typically need flexibility to complete course work are those with disorders that fluctuate. Examples include health impairments such as multiple sclerosis, severe chronic migraine, arthritis, or autoimmune disorders or psychological disorders such as major depression, bi-polar disorder, or social anxiety. Fluctuations in symptoms can be due to changes in medication or response to treatment. External stressors may also have an effect on the severity of symptoms. Finally, the very nature of these illnesses often results in symptoms varying over time, independent of treatment or external factors. The following suggestions are intended to support students during times of heightened symptoms.

### Attendance

When considering how an attendance policy can be modified to accommodate a disability, faculty should first consider how regular attendance corresponds to the essential nature of the course. When courses can bear intermittent attendance, it would be reasonable to expect some flexibility when a student is absent for disability-related reasons. Some alternatives to attendance used by faculty are listed below.

1. Provide class notes on a class website or assist students in getting notes from a classmate or TA when the student misses class due to disability.
2. Permit students to attend another section of the class or view an on-line version if available.
3. Permit student to view a video of course content as available (e.g., anatomy dissection, Shakespearian play, etc.).
4. If discussions are missed, consider having the student keep a journal for contributions, or e-mail comments to instructors and/or classmates.
5. If an acceptable alternative to the attendance requirement is reached, but there is insufficient time for the student to meet it before grades are due, consider granting an incomplete.

It may be reasonable to expect consistent attendance for classes in which the most effective way to learn the material and/or demonstrate mastery of the material is to be present. Some examples include a dance or physical education class, a science lab, a class geared specifically to group work, or foreign language classes that include an expressive language component. There may also be times when a student has missed so many classes that the intent of class attendance is lost. In these situations, we advise you to contact the student’s McBurney Accommodation Specialist to explore alternatives that may be available and potentially reasonable in your course. We strongly recommend assessing these situations individually to determine the most appropriate course of action.

### Missed Exams

Decisions about arranging an equitable make-up exam are often based on the test design for the original test, the overall number of exams to be administered in the semester, when in the semester the student misses an exam, and the size of the class. Many faculty teaching large classes routinely create a second exam anticipating that a percentage of the class may miss an exam due to illness,
family emergencies, religious holidays, etc. Additionally, when faculty administer more than three exams, they may permit all students to drop one exam. These are examples of universal design in instruction, which is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. For those classes that offer only a few exams or do not have a second exam in place, the following alternatives are suggested:

1. Administer the same exam the class took as a make-up exam with a clearly communicated expectation that the honor code with regard to test integrity will be enforced.
2. Modify the existing exam by rearranging the question order and/or adding new questions.
3. Substitute an exam from a previous semester if only minor changes to the content are needed to match relevance to the current semester’s material.
4. Substitute a paper, project, presentation, or oral exam for the written exam.
5. Drop the missed exam and re-weight the remaining exams.
6. If #5 is not possible, consider offering extra-credit work to offset some of the grade points lost in the missed exam.
7. Discuss the possibility of an incomplete when the student’s performance in the class is consistent with the guidelines regarding granting this grade placeholder. The student can then take the exam when the symptoms of the disability are less interfering.

**Deadlines**

Like all students, students with disabilities are expected to carry a credit load that is reasonable and manageable. Students with fluctuating disorders though may underestimate the effect their disorder can have when disability-related interference occurs. Requesting an extension is a common request in these situations. Because repeat extensions can cause a “snow-balling” effect, however, and ultimately undermine the student’s ability to complete the work or even the semester, some preventive measures are included in the following list along with other accommodation suggestions.

1. Give notice of all assignments and due dates on your syllabus so that students can plan their workload accordingly.
2. Work with the student to develop an appropriate plan and timeline for managing the assignment. Break a large project into smaller parts with intermediate deadlines to assist students in staying on task.
3. Refer students to GUTS and McBurney for general guidance on time management, organization, and study skills.
4. If flexibility with deadlines is not possible (e.g. if the assignments are discussed daily), let students know early on so they can plan accordingly. Offering a journal exercise might be a reasonable substitute for this kind of activity.
5. A typical extension for papers and projects is 1-3 days, but could be longer for large projects or extreme circumstances (e.g. hospitalization of the student). If the project is one of many smaller projects, consider merging two or more into a larger project with a longer time line.
6. Contact the McBurney Center when a student is requesting repeat extensions. While this may seem to make the most sense to a student in the short run, it may lead to a completely unmanageable semester affecting more than one class. Their McBurney Accommodation Specialist can assist you in considering these requests.
7. As mentioned earlier, consider an incomplete (see #7 above) when appropriate.
Appendix F: Student Recommendations for Successful use of the

Students receive training on the appropriate use and request for accommodation using this document.

Remember that the flexibility accommodation is to be used only under absolutely necessary circumstances. It is a recommendation, not a guarantee.

Preparation

- Look at the syllabus for each course. Focus on policies for attendance, deadlines, and exam make-up.
- Think of strategies, such as extended deadlines, that might work for you or have worked for you in the past. It may be helpful to talk with your accommodation specialist for input about flexibility you may need.
- Develop possible solutions based on your understanding of the course requirements and your own health and disability needs. Write down the proposed solutions so they can be shared with faculty.
- Within the first two weeks of class, schedule a time to meet with all faculty to discuss the flexibility letter and your proposed solutions, even if you don't think you'll need flexibility. The meeting does not need to be more than 30 minutes in length.

Meeting with Faculty

- Give the McBurney flexibility letter to faculty at the beginning of your meeting.
- Bring your proposed solutions.
- Define the limits under which flexibility might be granted to extend deadlines, reschedule exams, or have flexibility with attendance.
- By the end of the meeting, the following questions should have an answer:
  - When should you let a professor know you might need to miss an exam? What is the best way to communicate that?
  - How many days will you be allowed to reschedule a missed exam (time after original exam date)?
  - How many classes may be missed or deadlines flexed before affecting grades?
  - How long of an extension may be granted on an assignment?

Post-meeting

- After the meeting send an email to the faculty, with your accommodation specialist copied, that summarizes what has been agreed upon. The email should state approximately how many class absences and or extensions are reasonable, and/or the parameters of exam make-up and extensions. A sample email can be found here on the McBurney website.
- Arrange to meet with your accommodation specialist at mid-semester to assess your use of the flexibility accommodation.
- Continue to communicate with faculty about flexibility throughout the semester. Waiting until the very end of the semester to communicate difficulties reduces opportunities for flexibility.
Background Information on the Flexibility Accommodation

All disability-related accommodations are designed to provide equal access to you, as a student with a disability. A reasonable accommodation preserves both the integrity of the course and the student’s right to participate in classroom activities. Appropriate accommodations do not change or lower the essential elements of the course.

Flexing a course policy can provide an alternative way for you to meet essential course requirements. Flexibility may be accomplished by adjusting course policies on attendance, work deadlines, or an exam schedule. This can allow you to manage your disorder while also meeting the essential requirements of the course.

Because courses have specific requirements with regard to attendance, exams schedules and deadlines, this accommodation requires a course-by-course assessment to determine what is reasonable and appropriate. Not every class can or will be flexed in the same way. There may be reasonable limits to flexibility based on each course design and structure.

You are responsible for analyzing each course and developing (in partnership with the McBurney Center) a proposed flex plan. Faculty are responsible for analyzing course requirements and determining essential course standards. Developing a final flex plan is an interactive process between you, faculty and McBurney staff.

The nature of the flexibility accommodation has been explained to me and I understand its scope and limitations. I also understand my responsibility to communicate early in the semester with my instructors to develop a plan that is reasonable given the essential course standards

______________________________________     _____________________
Name Date
Appendix G: Student Accommodation Letter (for public speaking)

Dear Faculty,

I am writing to provide information about the impact of this student’s disability on public speaking. After reviewing the disability-related information, I am making the suggestions below in addition to the accommodations on the student’s service plan ("VISA").

Some students with disabilities may have difficulty with class discussions, presentations, or speeches. These difficulties can be due to a variety of disorders. Those with physical impairments (e.g. cerebral palsy) or speech impairments (e.g. stuttering) may lack fluency or struggle to form words. Others may have generalized or social anxiety causing barriers to contributing in class.

Students may use the strategy of simply avoiding courses with public participation, but this will not be possible if courses with speaking components are part of their degree requirements. The goal of the following suggestions is to enhance the likelihood of full participation by these students:

1. Allow for voluntary participation at the student’s own discretion rather than being called on randomly as you might with others in the class.  
2. Class presentations often present a significant challenge. If you include this activity in your class design, these students would greatly benefit from being able to substitute an alternate mode of presentation such as individually doing so with you, submitting a video rather than a live presentation; or completing a written demonstration of the same material.  
3. If a substitution for a presentation would fundamentally alter a course requirement and therefore not be appropriate, the following suggestions may facilitate completion of the assignment:  
   a. Allow the student to be one of the first speakers to reduce anticipatory anxiety;  
   b. Allow use of projected material (e.g. Power Point, slides) to supplement speech;  
   c. Allow the student to co-present with one or more classmates;  
   d. Allow the student to speak before just a few students rather than the entire class;  
   e. Arrange the classroom so the student presenting is on a more even level with the class such as sitting in a circle rather than up front at a podium.

Please contact me with any questions or concerns.

Accommodation Specialist
Appendix H: Supplemental Advocacy Letter (for group work)

Dear Faculty,

I am writing to provide additional information about this student’s disability and offer some suggestions for including this student in group projects involving one or more classmates. These suggestions may also benefit non-traditional students (e.g., a student who is a parent or working full time) or those for whom English is a second language. These suggestions are in keeping with universal design in instruction principles.

Some students with conditions such as social or generalized anxiety or autism-spectrum (Asperger’s Syndrome) disorders may have difficulty with verbal and/or non-verbal communication. An inability to consistently recognize non-verbal social cues (e.g., body language, facial expressions) or verbal cues (intonation, humor, sarcasm) can interfere with social interactions. Students with acute, chronic anxiety may be unable to initiate or sustain conversation in a group setting. Those with physical or chronic health conditions may be unable to attend group meetings on a regular basis.

The following suggestions have been used by faculty who include group work to enhance the likelihood of full participation by these students:

- Ask the student if he/she would like to be assigned to a partner or a group rather than initiate this communication independently. A student may not know how to initiate or negotiate this type of request with fellow students whom they don’t know.
- Consider allowing the group to use alternative communication strategies (e.g., Skype, instant messaging or other chat software, etc.) rather than always meeting in person. This would be an appropriate accommodation for students with physical, chronic or mental health disabilities who may not always be able to participate in person.
- If working more independently is appropriate to your course design consider:
  - Having the student work with you (or a teaching assistant) one-on-one rather than in a group. This may reduce the anxiety or complexity of the interaction.
  - Substitute a paper, project or other alternative assignment that would meet course objectives.

Please feel free to contact me if you would like to discuss this student’s participation in your class or if you have any questions or concerns. Thank you for your assistance to this student.

Sincerely,

Accommodation Specialist
Appendix I: Strategies for Inclusive Instruction

Delivering content and measuring outcomes in multiple ways can improve instruction for students with a variety of learning styles and backgrounds. The following strategies create access for students with disabilities but can offer benefit to all students.

When Developing Your Course

- Select textbooks with an accompanying study guide or interactive CD-ROM for additional learning opportunities.
- Create accessible Web-based materials that can be used by screen readers for audio output. Provide text alternatives to web-based graphics, videos, and podcasts.
- Identify different ways for students to interact with each other and with you during the semester. This may include in-class Q&A, mini discussion groups, team projects, and web-based communications.

On Your Syllabus

- Post detailed course information that includes your grading policy, all assignment due dates, your extra credit policy and complete bibliographic information on reading assignments 2-4 weeks before class begins.
- Invite students to office hours to discuss the course design as well as course content. Use student feedback to improve access each semester.
- Identify your preferred method of communication on your syllabus (e.g., email, after class, office hours, etc.).

Class Design and Interaction

- Start and end lectures with a summary of the previous lecture’s highlights and a brief outline of the upcoming material.
- Speak directly to the class. Use gestures, voice inflection, and facial expression to convey greater meaning.
- Present new or technical vocabulary visually (e.g., blackboard, handouts, PowerPoint). Use terms in context to improve comprehension.
- Permit recorders or laptop use to support notetaking.

Information Access

- Check your website for screen reader accessibility. Refer to DoIT’s Accessibility web site (www.doit.wisc.edu/accessibility/index.asp) for more information, including links to accessibility test tools.
- Select captioned media or add captioning to media used in class or on-line.
- Provide at least 4 weeks’ notice for all print materials used in class to allow conversion to audio or Braille.

Preparing for Exams

- Build Q&A time into discussion sections or designated review sessions.
- Offer study questions that illustrate format and scope of material to be covered.
• Show examples of strong essay answers and explain what makes the answer strong.
• Provide MC sample questions that illustrate the depth and breadth of content as well as the synthesis of information needed to do well on your exams. Explain why memorization alone may limit correct answers to just a few test questions.

### Exam Administration

- When possible, permit all students extended test time by scheduling exams for a longer time than the standard class period.
- Identify small group test sites near the classroom for students who need a quieter, distraction minimized test environment.
- When appropriate, offer multiple ways for students to demonstrate knowledge. For example, consider group work, portfolios, presentations, or take home exams as alternatives to traditional, in-class exams.
- When assigning group projects, provide information about how an effective group process works. Ideally, include two or more group projects of increasing complexity so that group skills can develop along with core knowledge.

### In General

- Maintain a student’s right to confidentiality by keeping all discussions about disability and accommodation between the two of you.
- Encourage students to use all available campus support services as needed (e.g., disability office, counseling services, academic tutoring, or academic advising).
- Contact the McBurney Center if you have questions about a student’s progress in your class.
Creating accessible instruction is a collaboration involving the instructor, student and the McBurney Center. Instructors have an obligation to thoughtfully consider the accommodation requests students make. They have the right to consult with McBurney staff to understand the request and propose reasonable alternatives as needed. The following information is intended to assist instructors in creating an accessible classroom and knowing the resources available to them on campus to do so.

**Classroom Accommodations**

- Refer to the service plan developed in conjunction with the student by the McBurney Disability Resource Center. The service plan, called a McBurney “VISA” (Verified Individualize Services and Accommodations), lists the accommodations a student may need in your class.
- Test accommodation is the most common recommendation made. Extended test time or a more distraction-free test environment addresses a variety of functional limitations many students with disabilities experience. Students recommended to have extended time or small group testing are expected to be accommodated in the department to the extent possible. The Testing and Evaluation Office provides a proctor pool to be used as needed by departments (608/262-5863 or testing.coordinator@exams.wisc.edu). For assistance with space concerns or multiple student requests for test accommodations, please contact the McBurney Accommodation Specialist listed on the VISA.
- Assist students who use notetaker services in recruiting a qualified classmate via a verbal announcement as well as web-based communication options.
- Consider which parts of your curriculum can be flexed to accommodate a student whose disability interferes with regular attendance or adhering to stated deadlines. Determining what is a reasonable modification to attendance and deadlines typically involves the instructor, student and McBurney staff.

**General Practices**

- Maintain a student’s right to confidentiality by keeping all discussions about disability and accommodation between the two of you. Any information that identifies a student’s disability or accommodation should not be shared with anyone who is not directly participating in the accommodation process.
- Think student first, then disability. When you are uncertain about how to assist a student with a disability, please ask the student. The student is the best resource for creative problem solving regarding alternative solutions to access. The McBurney Center is a resource to you, as well.
- Avoid over- or under-accommodating. Accommodations are outcome neutral. They should create equal access for students and remove barriers that prevent them from participating as equally as possible in instructional activities. They should never fundamentally alter or compromise course standards or requirements.
- Communicate expectations about behavior. Students with disabilities must comply with all departmental rules and campus policies pertaining to behaviors in and out of the classroom (e.g. respectful communications), academic integrity (e.g. cheating, plagiarism), and must not misrepresent their disability or related needs.
Campus Resources

- Encourage students to use all available campus support services as needed. These services include but are not limited to the Writing Center, C&CS, UHS, McBurney, GUTS, etc. If there is academic support within your department, let all students know (e.g., Math Learning Center).
- Identify your department’s Access and Accommodation Resource Coordinator (AARC) (adac.wisc.edu/facstaff/coord.html). The AARC is a faculty or academic staff member who has received training in disability and campus accommodation processes. The AARC is available to support you, students, and departmental staff.
- Visit DoIT’s Technology Access website (www.doit.wisc.edu/accessibility/index.asp) to learn more about web accessibility and support services.

Summary and Final Thoughts

- The University has a legal obligation to provide equal access for all otherwise qualified students with disabilities under the Americans with Disabilities Act (ADA, 1990).
- The ADA defines a disability as “a substantial limitation in one or more major life activities”. Major life activities include but are not limited to seeing, hearing, walking, learning, reading and interacting with others.
- Not all impairments are substantially limiting and protected under the law. The McBurney Center engages in a rigorous process to determine eligibility status. Information gathered from students, their clinicians or health care professionals, and their education record including any history of accommodation guides decisions about eligibility, appropriate services, and accommodations for a student’s college activities.
- Consider using universally design instructional practices in your classroom to promote inclusion of the most diverse student learners. See the brochure, “Strategies for Inclusive Instruction” produced by the McBurney Disability Resource Center
- Contact the McBurney Center if you have questions about a student’s progress in your class.
Dear Professor,

I contacted you recently to inform you that a student who is deaf or hard of hearing is enrolled in your course for the spring semester. The student requested academic accommodations through the McBurney Disability Resource Center, including captioned media. This letter is to inform you that McBurney has scheduled a sign language interpreter(s) for your summer course. For many individuals, working with students who are deaf or hard of hearing and sign language interpreters is a new experience. The following information should help answer some of your questions about working with deaf and hard of hearing students and interpreters.

The sign language interpreter(s) in your course are credentialed professionals working for the university. Similar to other trained professionals, sign language interpreters follow a Code of Professional Conduct (please see attached). According to the Code of Professional Conduct and McBurney policy, all information that interpreters receive pertaining to the course is confidential.

Interpreters translate everything said and heard in the classroom into sign language. If the student prefers not to use spoken English, interpreters will “voice” exactly what the student signs into spoken English. Sign language interpreters can also be requested for additional academic course needs (e.g., review sessions, 1 to 1 meetings). A team of two interpreters may be assigned depending on the length, format, and style of the course instruction, or if an interpreting intern is working with one of the staff interpreters. Interpreters prepare extensively for your course in order to provide an accurate and complete interpretation.

It is normal for students in your classroom to be intrigued by having an interpreter in the classroom. This is temporary; students will soon become unaware of the interpreter presence. Generally, you do not need to be concerned about altering your usual classroom presentation. The interpreter will communicate any pertinent details with you that will enhance the quality and accuracy of the interpretation.

Some guidelines for working with deaf and hard of hearing students and sign language interpreters in the classroom are listed below.

- Interpreters rely on the course textbook(s), handouts, PowerPoints, and any on-line course materials to prepare. McBurney provides interpreters with textbooks. We ask you to please provide them with a class syllabus and handouts so they can follow the order of instruction. If you use printed packets, please provide a packet for the Interpreter. They may ask for advance copies of notes and/or PowerPoints and to be added to the class listserv, so they may receive class updates and additional information.
- If you plant to show DVDs VHS, web based videos, or podcasts, please ensure it is accessible for all viewers by showing closed captioning. If you have questions on how to find, produce, or create accessible media, please contact Kate Skarda at skarda@studentlife.wisc.edu.
- Be aware of the interpreter’s position in the classroom. While you may walk between the interpreter and the student occasionally, avoid standing in their line of sight for a prolonged period of time.
• Make sure the classroom is well lit for lip reading and for clear communication between the interpreter and the student. Some rooms have AV lighting modes that allow the interpreter and instructor to remain illuminated while showing media.

• As soon as you know of schedule changes, inform the student and no less than 48 hours in advance. This gives the student ample time to cancel or request a service provider for additional course needs.

• When communicating directly with the student, look at the student, not the service provider. Should you have any questions about the students’ progress or other related questions to accessibility, it is best to ask the student directly.

Keep in mind that not all students who are deaf or hard of hearing have the same communication preferences. Many students using interpreting services also utilize notetaking services because it is difficult to watch an interpreter and take notes simultaneously. Expectations for academic performance should be the same for deaf and hard of hearing students as for other students.

Please e-mail me if you have further questions. You may also wish to view an online training to gain a basic understanding of hearing loss and its implications as well as how to work with deaf and hard of hearing students and interpreters. This training can be found at: www.pepnet.org (click on "on-line training").

Sincerely,

Accommodation Specialist, Deaf and Hard of Hearing Services
Appendix L: CART Provider Letter

Dear Professor,

I have contacted you to inform you that a student who is deaf or hard of hearing is enrolled in your course for the fall semester. The student requested academic accommodations through the McBurney Disability Resource Center. This letter is to inform you that McBurney has scheduled a Communications Access Realtime Translation (CART) provider for your summer session course. For many individuals, working with students who are deaf or hard of hearing and CART providers is a new experience. The following information should clarify questions you may have about teaching deaf or hard of hearing students and working with CART providers.

The CART provider in your class is a credentialed professional working for the university. Similar to other trained professionals, CART providers follow the Tenets of Professional Conduct (attached). According to the Tenets of Professional Conduct and McBurney policy, all information that CART providers receive pertaining to the course is confidential.

CART captioners convert everything said and heard in the classroom verbatim into text on a computer screen. Some students sit right next to the CART provider, while others prefer not to. If the student prefers not to use spoken English, the student will write or type their comments on paper/laptop and the CART provider will “voice” the student’s comments. The CART provider can also be requested for additional academic course needs (e.g., 1-1 meetings and reviews). A team of service providers may be assigned depending on the length, format, and style of the course instruction, or if a captioning intern is working with one of the staff CART providers.

It is normal for students in your classroom to be intrigued by the CART provider’s presence in the classroom. This is temporary; the students will soon become unaware of the CART provider’s presence. Generally, you do not need to be concerned about altering your usual classroom presentation. The CART provider will communicate with you any pertinent details that will enhance the quality of CART accuracy.

Some guidelines for working with deaf and hard of hearing students and service providers in the classroom are listed below.

- CART providers rely on the course textbook(s), handouts, PowerPoints, and any on-line course materials to prepare. McBurney provides CART providers with textbooks. We ask you to please provide them with a class syllabus and handouts so they can follow the order of instruction. If you use printed packets, please provide a packet for the CART provider. They may ask for advance copies of notes and/or PowerPoints and to be added to the class listserv, so they may receive class updates and additional information.
- If you plant to show DVDs, VHS, web based videos, or podcasts, please ensure it is accessible for all viewers by showing closed captioning. If you have questions on how to find, produce, or create accessible media, please contact Kate Skarda at skarda@studentlife.wisc.edu.
- As soon as you know of schedule changes, inform the student and no less than 48 hours in advance. This gives the student ample time to cancel or request a service provider for additional course needs.
• When communicating directly with the student, look at the student, not the service provider. Should you have any questions about the students’ progress or other related questions to accessibility, it is best to ask the student directly.

Many students using CART services also utilize notetaking services because it is difficult to watch CART and take notes simultaneously. Keep in mind that not all students who are deaf or hard of hearing have the same communication preferences. Expectations for academic performance should be the same for deaf and hard of hearing students as for other students.

Please e-mail me if you have further questions. You may also wish to view an online training to gain a basic understanding of hearing loss and its implications as well as how to work with deaf and hard of hearing students and service providers. This training can be found at: www.pepnet.org (click on "online training").

Sincerely,

Accommodation Specialist, Deaf and Hard of Hearing Services
Appendix M: Faculty C-Print Provider Letter

Dear Instructor,

I have contacted you recently to inform you that a student who is deaf or hard of hearing is enrolled in your course for the fall semester. The student requested academic accommodations through the McBurney Disability Resource Center, including captioned media. This letter is to inform you that McBurney has scheduled a C-print provider for your fall course. For many individuals, working with students who are deaf or hard of hearing and C-print providers is a new experience. The following information should clarify questions you may have about teaching deaf or hard of hearing students and working with captioners.

The C-print provider(s) in your class is a credentialed professional working for the university. Similar to other trained professionals, C-print providers follow the McBurney confidentiality policy. According to the McBurney policy, all information that C-print providers receive pertaining to the course is confidential.

C-print providers convert everything said and heard in the classroom into a text summation on a computer screen. The C-print provider can also be requested for additional academic course needs (e.g., 1-1 meetings and reviews). A team of C-print providers may be assigned depending on the length, format, and style of the course instruction.

Generally, you do not need to be concerned about altering your usual classroom presentation. The service provider will communicate with you any pertinent details that will enhance the quality of captioning accuracy.

Some guidelines for working with deaf and hard of hearing students and service providers in the classroom are listed below.

- C-print providers rely on the course textbook(s), handouts, PowerPoints, and any on-line course materials to prepare. McBurney provides C-print providers with textbooks. We ask you to please provide them with a class syllabus and handouts so they can follow the order of instruction. If you use printed packets, please provide a packet for the C-print provider. They may ask for advance copies of notes and/or PowerPoints and to be added to the class listserv, so they may receive class updates and additional information.
- If you plant to show DVDs VHS, web based videos, or podcasts, please ensure it is accessible for all viewers by showing closed captioning. If you have questions on how to find, produce, or create accessible media, please contact Kate Skarda at skarda@studentlife.wisc.edu.
- As soon as you know of schedule changes, inform the student and no less than 48 hours in advance. This gives the student ample time to cancel or request a service provider for additional course needs.
- When communicating directly with the student, look at the student, not the service provider. Should you have any questions about the students’ progress or other related questions to accessibility, it is best to ask the student directly.
Many students using C-print services also utilize notetaking services because it is difficult to watch C-print and take notes simultaneously. Keep in mind that not all students who are deaf or hard of hearing have the same communication preferences. Expectations for academic performance should be the same for deaf and hard of hearing students as for other students.

Please e-mail me if you have further questions. You may also wish to view an online training to gain a basic understanding of hearing loss and its implications as well as how to work with deaf and hard of hearing students and service providers. This training can be found at: www.pepnet.org (click on "online training").

Sincerely,

Accommodation Specialist, Deaf and Hard of Hearing Services
Appendix N: Tips for Non-Academic Campus Departments

PURPOSE: There are a variety of non-academic departments and organizations on the University of Wisconsin-Madison campus involving staff and participants with disabilities. This tip sheet is meant to help ensure equal access to all campus activities whether their purpose is instructional, supportive, cultural, social, or entertainment. Examples include:

- Student Orientation, Advising, and Registration (SOAR)
- Theatrical productions at the Union Theater
- Music on the Memorial Union terrace

The purpose of these departments and activities is to enhance the college experience, provide opportunities for creative expression, and to celebrate in the learning environment. The University is committed to including all individuals in these activities.

NEEDS: Events on campus need to be accessible both in form and content. In the form, for example:

- Promotional materials should be distributed in a variety of methods such as standard and enlarged print, electronic version (e.g. link on web site, CD) or Braille as needed.
- These materials should also invite requests for accommodations, listing contact information.
- Examples of accommodation requests include:
  - Sign-language interpreting, or media captioning
  - Electronic version of event materials allowing access through reading software. Building in audio, visual, and action-based delivery of content benefits all participants by engaging multiple senses and thus enhancing perception and experience.
  - Event spaces should be wheelchair accessible with easy elevator access.

The web site for UW accessible events is: students.wisc.edu/excellence/.

Similarly, the content should reflect the commitment to inclusion and sensitivity to disability issues. Images and descriptions of individuals with disabilities incorporated into presentations demonstrate an awareness of this universal aspect of the human condition. As with any reference to a group or individual, respect is shown by person-first language and empathy. See Appendix O for tips on disability etiquette.

Participants’ or event planners’ questions about accessibility can be directed to the McBurney Disability Resource Center (608-263-2741 or www.mcburney.wisc.edu) or the Office for Equity and Diversity (608-263-2378 or www.oed.wisc.edu)
Appendix O: Person First Language and Communication Tips

Person First Language

When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as “the blind,” or “the disabled” are inappropriate because they do not reflect the individuality, equality or dignity of people with disabilities. Further, words like “normal person” imply that the person with a disability isn’t normal, whereas “person without a disability” is descriptive but not negative. Some examples of person first language include:

- Use: Person with a disability
  - Not: Disabled person; handicapped

- Use: Person who uses a wheelchair
  - Not: Confined or restricted to a wheelchair

- Use: Person who has cerebral palsy
  - Not: CP victim

- Use: Person who is hard-of-hearing
  - Not: Suffers a hearing loss

- Use: Person with a physical disability
  - Not: Crippled, lame, deformed

- Use: Person who is successful, productive
  - Not: Has overcome his/her disability

Communication Tips

- Treat the individual with dignity, respect and courtesy.
- 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 if you do not understand.
- If a guide dog is used, do not pet or distract the dog in any way while it is on duty.
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions. Do not insist if your offer is rejected.
- If guiding a person who is blind or visually impaired, allow them to take your arm. He or she will typically walk half a step behind you to anticipate curbs or steps.
- If an interpreter is present, speak to the person who has come to see you, not to the interpreter. Maintain eye contact with the person, not the interpreter.
- When addressing a person who uses a wheelchair, never lean on the person’s wheelchair. The chair is a part of the body space of the person who uses it.
- When talking to a person in a wheelchair for more than a few minutes, sit down in order to place yourself at the person’s eye level.
- There is no need to refrain from using common expressions such as “It’s nice to see you” or “Did you hear about that?” that may relate to a person’s disability.

From: University of South Florida, Students with Disabilities Services, Faculty/Staff Handbook