



Clarion University of Pennsylvania

A University Handbook on Disabilities

Sixth Edition
www.clarion.edu/dss
www.clarion.edu/socialequity



A University Handbook on Disabilities

Edited by J. May

Funded by the Office of Social Equity

Developed by the Commission on Disabilities

Dr. Karen Whitney, President
Clarion University of Pennsylvania
840 Wood Street
Clarion, PA 16214-1232

Fall 2010
Sixth Edition



Clarion University of Pennsylvania
840 Wood Street
Clarion, Pennsylvania 16214-1232
Phone: 814-393-2000
Text Telephone (TTY/TDD): 814-393-1601

Dear Colleague:

As a community that values diversity and respects the worth of each of its members, Clarion University is committed to ensuring that all students, faculty, and staff have the opportunity to participate fully in its programs and services. Through the removal of physical as well as attitudinal barriers, we strive to create an environment that promotes and supports the quality of life and learning for persons with disabilities.

Our provision of reasonable accommodations for students with documented disabilities relies on the collaborative efforts of faculty, staff, and students. Faculty and staff bear a special responsibility for responding to these needs. The attitude and responsiveness of faculty and staff with whom individuals with disabilities interact often determine, even more than physical barriers, the degree of access they feel they have to university programs and services.

This revised edition of *A University Handbook on Disabilities* has been prepared as a guide for the university community in deepening our understanding of disabilities and in facilitating the provision of services and accommodations provided by the university and the Office of Disability Support Services.

Thank you for taking the time to review the handbook and for your efforts in helping to ensure that all members of our Clarion University community have the opportunity to develop to their fullest potential.

Sincerely,

Karen M. Whitney
President

Selected Resources

AHEAD (Association on Higher Education and Disability)
P.O. Box 2692
Columbus, OH 43221-0192

HEATH (Higher Education and the Handicapped)
HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193

National Center for Education Statistics (NCES). (June 2006).
<http://nces.ed.gov/> or by calling 1-877-433-7827.

Patricia Roth, "Psychological Disabilities—A Recap from AHEAD '95"
P.D.: A Newsletter of the Psychological Disabilities Special
Interest Group, Association on Higher Education
and Disability (Winter 1996)

It is the policy of Clarion University of Pennsylvania that there shall be equal opportunity in all of its educational programs, services, and benefits, and there shall be no discrimination with regard to a student's or prospective student's race, color, religion, sex, national origin, disability, age, sexual orientation/affection, veteran status or other classifications that are protected under local, state, and federal laws. Direct equal opportunity inquiries to Assistant to the President for Social Equity, Clarion University of Pennsylvania, 207 Carrier Administration Building, Clarion, PA 16214-1232, 814-393-2109.

Table of Contents

Procedural Protocol for Requesting Accommodations	1
Disability Background Information	3
General Recommendations.....	4
Hearing Impairments	6
Learning Disabilities	9
Head Injury/Traumatic Brain Injury.....	12
Attention Deficit Hyperactivity Disorder	14
Mobility Impairment	15
Communication Impairment	18
Visual Impairment	19
Seizure Disorder	22
Chronic Health Impairment	23
Psychological Disabilities	25
Where to Get Help.....	28
University Services/Contacts/Facilities	29
Community Resources.....	31
Associations	32

Appendix

Appendix 1.

Student Request form for Disability Accommodations..... 37

Appendix 2.

Employee Request form for Disability Accommodations 39

Appendix 3.

Policy for Relocation of Classes and Miscellaneous Adjustment41

Appendix 4.

Physical Accessibility of University Facilities 42

Appendix 5.

Frank H. Sessions Scholarship..... 45

Appendix 6.

Helen Gendler Memorial Scholarship..... 45

Procedural Protocol of Clarion University for Requesting Disability-Related Accommodations

BACKGROUND

Clarion University is committed to the policy of ensuring that all students, faculty, and staff are afforded the optimum opportunity to fully participate in their academic or work environment. In order to promote this policy, it is necessary, on some occasions, for the university to provide reasonable accommodations to the known physical, mental, or learning disability/limitation of an otherwise qualified applicant, student, employee, or to a member of the public seeking to utilize the services provided by the university. Accordingly, this procedural guideline is intended to set forth an internal protocol to be adhered to when accommodations are requested.

PURPOSE

The purpose of this procedural protocol is to ensure that the university policies and practices are in compliance with the following Federal and state laws and regulations:

1. Section 504 of the Rehabilitation Act of 1973, 29 U.S. C., Section 794 prohibits discrimination on the basis of handicap. The Act promulgates that "No otherwise qualified individual with handicaps in the United States....shall, solely by reason of their handicap, be excluded from participating in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
2. The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination on the basis of disability and prohibits covered entities from excluding people from jobs, benefits, services, or activities based on disability. ADA applies to all employment practices and all academic and non-academic programs.
3. The Americans with Disabilities Amendments Act of 2008 broadened the scope of the ADA's mandate for the elimination of discrimination against individuals with disabilities.
4. The Pennsylvania Human Relations Act prohibits discrimination against individuals with disabilities.

INITIATION PROCESS FOR REQUESTING REASONABLE ACCOMMODATIONS ON THE BASIS OF DISABILITY

Student Initiate Requests:

A student with a documented disability seeking accommodations shall first make contact with the Office of Disability Support Services (DSS) located in 102 Ralston Hall to submit appropriate disability related documentation. Following the appropriate consultation with the student request(s) and review of the related documentation, the Disability Support Services coordinator should identify the reasonable accommodations(s) that the university is expected to provide. If the requested accommodation(s) can be met by the DSS office without incurring additional cost to the university, the accommodations should be provided as legally required.

On those occasions when the costs associated with the requested accommodation(s) exceed the budget of DSS, the coordinator shall submit a Request Accommodation Form (attached as Appendix 1) to the Office of Social Equity. An information copy of the form should also be provided to the Office of the Associate Provost for Administration/Administrator of the related 504 funds, the dean of the college and/or the appropriate vice president. Following approval by the Office of Social Equity, the administrator of the 504 funds should release the funding to DSS. If there is an occasion when the request does not meet with the approval of the office of Social Equity, the DSS coordinator, the compliance specialist, the dean, and/or vice president should conference to resolve the issue. Following approval of requested accommodations, a copy of the approved Request Accommodation Form should be submitted to the administrator of the 504 funds for the allocation of the appropriate funds.

Employee Initiated Requests:

Any faculty or staff member seeking accommodations shall first go to their immediate supervisor. Following the appropriate consultation with the faculty or staff member, the supervisor should consult with the associate vice president for finance and administration. If the supervisor and the Office of Human Resources (HR) can meet the requested accommodation(s) without incurring additional cost to the university or requiring a review of medical documentation, the requested accommodation(s) should be provided by the supervisor and Office of Human Resources as legally required. The associate vice president for finance and administration should keep the Office of Social Equity apprised of all disability-related requests and corrective action taken.

On those occasions when either the costs of the requested accommodations exceed the budget of HR and the budget of the supervisor or a review of medical documentation is warranted, the supervisor should submit a Request for Disability Accommodation Form (attached as Appendix 2) to the Office of Social Equity. An informational copy of the form should also be provided to the associate vice president for finance and administration. The assistant to the president for social equity, the associate vice president for finance and administration, shall consult with each another for the purpose of reviewing the appropriate medical documentation and approving the requested recommendation as warranted. Following approval of requested accommodations, a copy of the approved Request Accommodation Form should be submitted to the administrator of the 504 funds for the allocation of the appropriate funding.

Appeal Process:

If an otherwise qualified student or employee feels that he or she has unreasonably been denied disability-related accommodations, the student or employee may initiate the university's complaint procedures as set forth in the *University's Non-Discrimination Policy and Procedures* handbook that is located in the Office of Social Equity, 207 Carrier.

Disability-Related Background Information

In the United States, people with disabilities constitute our largest and mostly heterogeneous minority: a minority which we are ethically bound to recognize, and one which legally we cannot ignore. Approximately 11.3 percent of all students enrolled as undergraduate students in post-secondary institutions have disabilities, as reported by the National Center for Education Statistics (NCES) in 2006. * The percentages of these students, according disability type, are as follows:

Orthopedic Impairments	25.4%
Chronic Health Conditions	17.3%
Hearing Impairments	5.0%
Learning Disabilities	7.5%
Visual Impairments	3.8%
Speech Impairments	0.4%
Attention Deficit Disorder	11%
Mental Illness/Depression	21.9%
Other	7.8%

Horn, L., and Nevill, S. (2006). *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003-04: With a Special Analysis of Community College Students* (NCES 2006-184). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics.

In 1973, Congress passed into law the Rehabilitation Act of 1973. Section 504 of this act provides that ‘no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.’ The act also defines a handicapped person as any individual who “has a physical or mental impairment which substantially limits one or more of such person’s major life activities...” (29, U.S.C., Sections 706 (7B) and 794).

In 1990, the Americans with Disabilities Act was passed by Congress to ensure that people with disabilities are not discriminated against in employment, government, and telecommunications.

The application of these laws at Clarion University ensures that:

1. No one may be excluded from any course or course of study on account of disability.
2. Classes will be rescheduled for students with mobility impairments if they are scheduled in inaccessible classrooms.
3. Academic degree of course requirements may be modified in certain instances to ensure full participation by students with disabilities.
4. Alternate methods of testing and evaluation may be available for students with requirements for such methods.
5. Auxiliary aids are made available by the university for students with impaired sensory, manual, or speaking skills.
6. Certain campus rules and regulations may be waived if they limit the participation of students with disabilities.

7. Housing opportunities, employment opportunities, and other opportunities for students with disabilities are equal to those of students without disabilities.
8. In 2008, Congress enacted the Americans with Disabilities Act Amendments Act (ADAAA) that broadened the ADA's mandate for the elimination of discrimination against individuals with disabilities. Under the Act, the term "disability" is broadly defined as (a) a physical or mental impairment that substantially limits a major life activity; or (b) a record of such an impairment that substantially limits a major life activity; or (c) being regarded as having such impairment. 42 U.S.C. § 12102 (1). The ADAAA further broadens the definition of disability by expanding the interpretation of what constitutes "a major life activity" as well as "substantial limitation."

THIS HANDBOOK IS DESIGNED TO:

- To identify the procedural protocol for requesting accommodations made by faculty, staff and students.
- define and describe the major abilities with which faculty and students will come in contact;
- identify the major problems which students with disabilities encounter during the course of an academic semester;
- outline responsibilities of students with disabilities for making faculty members aware of any problems that a particular disability will cause for the student in a class;
- suggest changes which may be necessary by faculty to accommodate the special needs of students with disabilities in their classes; and
- list those organizations and associations both on and off campus which will be most helpful to any persons desiring additional information about specific disabilities.

General Recommendations

SOME POINTS FOR FACULTY AND STAFF TO REMEMBER WHEN WORKING WITH STUDENTS WHO HAVE DISABILITIES:

1. Accommodations must be made for students with disabilities. Accommodations are not optional; they are not "nice things to do." The law requires that all faculty members make reasonable accommodations for students with disabilities. Students have the right to file grievances or to initiate lawsuits if reasonable accommodations are not being made. Both the university and individual faculty members can be held liable if accommodations are not made.
2. Relate to the person, NOT the disability. Remember that people are not just their disabilities. They have many of the same needs, desires, strengths, and weaknesses as others.
3. Treat students with disabilities as students. They have come to Clarion to learn. Like all students at Clarion, students with disabilities have a wide range of academic and scholastic skills.
4. Let students know that you are available to meet with them.

5. Students with disabilities are more experienced than you with their disabilities. Ask them for suggestions of ways that you might be able to help in terms of classroom or testing accommodations.
6. Remember that each disability is different, and that each student with disabilities will require unique accommodations. Certain disabilities do not automatically preclude participation in certain activities or classes.
7. When offering assistance to a student with a disability, it is extremely important to respect that person's privacy. Do not discuss the disability with others. Also, do not ask about the student's medical history or diagnosis.
8. Individual assistance can be quite helpful in promoting the learning experience. However, avoid behaving in a patronizing, condescending, or pitying way. Too much attention can be as harmful as too little. Treat the student as you would all other students if disabilities were not involved. Do not overcompensate by doing things for students with disabilities that they can do on their own.
9. When talking to persons with a disabilities, look at them and speak directly to them – even if they have an interpreter or a companion.
10. Make adjustments to allow students with disabilities equal opportunity to learn course material. Remember that identical treatment is not “equal” treatment [Fichten, Goodrick, Tagalakakis, Amsel, & Libman, (1990)].
11. Provide a course study guide, which covers specific terms and concepts the student needs in order to master course material. Include study questions for text chapters or lab work. Offer an outline or materials to be covered on tests.
12. Provide a statement in class or on the syllabus that says “Any student who has a disability and requires accommodations, please make an appointment to see me during my office hours. In addition, all students requiring accommodations should be registered with the Office of Disability Support Services (DSS) located in 102 Ralston Hall (extension 2095) and provide the appropriate paperwork to request accommodations.” This approach not only indicates one's willingness to help but also preserves the student's privacy.
13. Carefully explain the purpose and objectives of your assignments; try to give the assignments in writing, as well as orally. Make sure the student understands the assignment and your grading system.
14. Assist students with lectures and assignments in ways that would be most beneficial.
15. Notify students of course changes not noted on the syllabus as early as possible.
16. If requested, provide a list of required readings far in advance of the course.
17. Make adjustments in evaluating performance by giving students the opportunity to demonstrate that they have mastered the material. DO NOT, however, accept work of a lower quality from a student just because he or she has a disability. Don't give a student a passing grade just because the person has a disability, he or she tried hard, or you feel sorry for the individual. It is okay to fail students who do not fulfill the agreed upon course requirements.
18. Be sensitive to non-verbal and verbal signs of student anxiety or frustration. Be willing to discuss problems the student may be having in your class. If necessary, refer the student to appropriate support services.

19. Keep records of course, grading, or testing adjustments agreed upon by you and the student.
20. Ask the student how emergencies that may arise during class (e.g. fire, tornado, or medical emergency) should be handled.

SOME POINTS FOR STUDENTS WITH DISABILITIES TO REMEMBER WHEN WORKING WITH FACULTY:

1. Take the initiative to establish contact with the professor. During the first days of class, make an appointment during office hours to explain which modifications are necessary by bringing the appropriate paperwork from the Office of DSS. Explain your disability and discuss how it may affect performance and learning in class. Let faculty know what you can and cannot do.
2. Request alternate assignments or evaluation when necessary if your disability makes it impossible to meet some aspect of course requirements.
3. Propose solutions to problems. Tell faculty what has worked for you in the past. Do not leave them guessing.
4. Request permission to audiotape lectures.
5. Tell faculty what help, if any, you may require in emergency situations. Faculty needs to know how to help you during fires or tornadoes. Additionally, faculty needs to know how to help you if a medical situation develops (i.e. seizure).
6. If problems develop, talk to faculty early during the semester. Do not wait until a serious, unsolvable problem develops.
7. Gently remind faculty if accommodations are not being provided.
8. Don't use your disability as an excuse. Faculty members have the right to fail you if you do not fulfill course requirements and objectives.
9. Be a good student. Go to every class. Arrive at class on time. Participate as much as you can in class. Do all homework assignments. Read or listen to the text on a regular basis. Review course materials before every class.

Types of Disabilities Frequently Encountered in the Classroom

HEARING IMPAIRMENT

Students who are hearing impaired or deaf are individuals who cannot use their hearing as a primary means of receiving communication. The major challenge for them is to find other means to substitute for their hearing loss. Depending on the severity of that loss, the student may use various other forms of communication. Individuals who have mild and moderate hearing impairments will receive assistance through amplification techniques. People who have more severe impairments or who are deaf may use sign language or "manual" communication, finger spelling, lip (speech) reading, and written messages to help them communicate.

Like students with normal hearing, students who are deaf and hearing impaired will vary in the quality of their communication skills. The degree of hearing loss, amount of residual hearing, age at onset of the disability, and variances in individual traits and skills will determine the student's ability to communicate effectively.

Although the degree of hearing disability will differ with individual students, common characteristics for students who are hearing impaired or deaf will be evident in one or more of these ways:

- an inability to hear speech;
- ability to hear, but difficulty understanding speech;
- poor speech and/or language, depending on the degree of hearing loss.

Suggested Accommodations

Classroom

- Provide some form of amplification for this student to participate fully in class if needed
- Give the student preferential seating in an area with low back-ground noise levels.
- Look at the student when you are speaking. This is important—even if the student uses an interpreter. Speak naturally, clearly, and at a typical rate. Don't exaggerate your mouth movements. Don't shout. Keep hands and food from mouth while speaking.
- Repeat questions or comments when others in the room speak, and indicate who is speaking so that the student with the hearing impairment can follow the discussion.
- Avoid speaking with your back to the class. Use of overhead projector or PowerPoint will allow you to face the class while writing.
- Speak expressively since only about 45 percent of all spoken words can be identified by lip reading. Students with hearing impairments can use your body movements, facial expressions, and gestures to assist them in understanding.
- Make notices for assignments, etc., in writing as well as by announcing them in class.
- Be aware of the fact that, although viewing visual media would usually be within the realm of students who are hearing impaired, valuable spoken dialogue as well as class discussion can be lost to the student with a hearing impairment. Try to order films and video tapes that are captioned.
- Rephrase or substitute words if the student does not understand what has been said. Don't repeat.
- Use FM-assisted listening devices for students with moderate to severe losses when provided by the student.
- Never pretend to understand the person if you are having trouble doing so. Repeat what you understand and give the student a chance to clarify for you.

Testing

- Arrange any test-taking or evaluation accommodations that are necessary before the exam is given to the student. Many students who are hearing impaired or deaf will be able to take examinations and be evaluated in the same way as other students. However, if the method of evaluation is oral, some accommodations based on individual hearing ability may need to be arranged.
- Provide additional time to finish a written exam, if needed, due to the various reading abilities of students who are hearing impaired. DSS can assist with this.

Suggested Guidelines/Responsibilities

Faculty

- Allow students to sit in the front of the classroom or to select their own seat.
- Provide students with assignments in written form.
- Help students take advantage of available tutors, interpreters, and note takers if necessary for successful classroom performance.
- Clip any FM-assisted listening device on your clothing and try to remain within the broad casting area (usually 20-40 feet) during lectures.
- Permit sharing of notes by students through the use of no-carbon required (NCR) paper or through the use of carbon copies or photo copies.
- Allow students to tape your lectures.
- Write on the blackboard and use visual aids.
- Avoid moving around the room while talking so that students can see your face.
- Inform any student who has a hearing loss of the availability of hearing testing and aural rehabilitation services through the Clarion University Speech and Hearing Clinic.
- Provide additional assistance for the student with hearing impairments during registration if serving as a faculty advisor.

Students

- Inform your instructors as early as possible of your disability and of any accommodations that would be beneficial in the classroom and in testing.
- Have your hearing evaluated annually and re-evaluated if hearing changes.
- Take advantage of available services if necessary.
- Tape classes for listening after the class.
- Sit in the front of the classroom.
- Use a hearing aid or other form of amplification if necessary.
- Inform your resident assistants of the necessity to check to see if you were awakened by the fire alarm in case of fire, even though fire alarms in the dorms have been adapted with visual and auditory alarms.
- Remind the instructor if he or she “forgets” about you and your particular needs.

LEARNING DISABILITY

The most widely accepted definition of learning disabilities was developed in 1968 by the National Advisory Committee on Handicapped Children. This definition later incorporated into the Education for All Handicapped Children Act of 1975 (Public Law 94-142) states:

[People] with specific learning disabilities exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps or to mental retardation, emotional disturbance, or to environmental disadvantage (Section 12a.5 of the Federal Register, August 23, 1977).

Because a learning disability is a “hidden handicap,” uninformed individuals may consider the student with such a disability to be retarded. The student with a learning disability is not retarded. Students with learning disabilities have average to above average intelligence and adequate sensory and motor systems; yet, students with learning disabilities demonstrate a marked discrepancy between achievement and intellectual capacity.

Each adult student with a learning disability will have a combination of abilities and deficiencies which, when examined together, will present an inconsistent learning profile. Some common academic difficulties encountered by students who have learning disabilities (LD) are:

1. Reading

- poor comprehension (substandard level for intelligence and experience)
- slow reading rate
- problems in integration/synthesis of material read
- poor oral reading

2. Writing

- poorly formed or illegible letters
- poor command of grammar
- frequent spelling errors
- difficulties with vocabulary
- inadequate development/organization of ideas in composition

3. Math

- poorly formed or illegible numerals
- computational skills difficulties
- difficulty recalling the sequence of numbers/operations
- difficulty understanding terms representing quantitative concepts

4. Study Skills

- inability to organize and budget time
- difficulty completing tasks
- poor note taking and outlining skills
- difficulty using reference materials

Other characteristics can include poor attention span, discrepancy in the quality of oral and written work, and poor short/long-term memory for information presented in class.

Suggested Accommodations

Classroom

- Be flexible in working with students with LD, but do not feel that you must lower your standards.
- Let students know about work ahead of time and extend deadlines whenever possible.
- Encourage the student with LD to listen and to read along during classroom exercises. The student with LD who has difficulty reading can obtain recorded texts from agencies such as Recording for the Blind and Dyslexic and the National Library Service for the Blind and Physically Handicapped.
- Begin lectures and discussions with a review from the last class and an overview or outline of the topics to be covered during that class. Provide opportunities for participation and questioning of material presented.
- Allow the students to tape lectures or share lecture notes with a student aide.
- Use chalkboard, overhead projectors, or PowerPoint to highlight key concepts or difficult terminology, and to outline lecture material. Emphasize these points orally in lecture.
- Let students use mechanical devices (tape recorders, calculators, etc.) in class work when ever possible. Allow oral presentations or taped papers instead of written papers when deemed appropriate.
- Provide time, during office hours, for individual follow-up of assignments, lectures, and reading. Summarize the main points at the session's end.
- Be sensitive to the fact that students with LD may have difficulty completing oral readings in class, "pop" quizzes, and other in-class assignments which require reading and writing.
- Notify students of changes in course outlines and tests, or class requirements not listed on syllabi.
- Be aware that students with learning disabilities often find that their learning is enhanced by the use of role play, simulations, or other experiential activities, and incorporate these activities wherever possible.

Testing

- Base your evaluation of the work completed by the student with LD on the acquisition of the knowledge you've taught, and not on his or her ability to read or write.
- Offer extended time for tests. Allow the test to be taped or read to the student. Make arrangements directly with the student, prior to tests, to take the test in a separate, quiet room, either with you or DSS.
- Provide concise directions. Test directions should be clear, direct, and given in sequential order. Avoid asking questions with difficult sentence structure or embedded meaning.

Suggested Guidelines/Responsibilities

Faculty

- Allow the student who has a learning disability to audit a class before registering for the course.
- Inform students of changes in textbooks before courses begin to allow time for taped books to be ordered.
- Offer alternative assignments to the student (i.e. permission to give an oral report in place of a written paper), whenever feasible.
- Permit students with LD to complete written work on word processors or personal computers that have word processing and spell check capabilities, whenever feasible.
- Help the student with LD (and all students) to organize by listing weekly/monthly schedules of assignments and due dates for your class.
- Vary the exam format to accommodate the student's individual learning style. Provide an essay test instead of an objective test or vice versa. Allow for oral, written, or combination tests to be given to students with LD.
- Provide additional assistance for the student with LD during registration if serving as a faculty advisor. Assistance may include specific assistance in course planning and organization of courses.

Students

- Inform your instructors of your learning disability and the ways that work best for you for tests, homework, reading, and note-taking.
- Ask for a list of textbooks and a syllabus, if possible, before the semester begins.
- Arrange a conference with instructors before tests to remind them of testing accommodations that you will need.
- Get feedback from instructors on what you are/are not having success with in the course.
- Inform the instructor immediately if you fall behind in your work and find out what can be done.
- Take advantage of available services when needed.
- Remind the instructor about you and your particular needs, if he or she "forgets."

Head Injury (HI)/Traumatic Brain Injury (TBI)

More than one million head injuries occur each year and more than half are people between the ages of 15 and 28. Head injury or traumatic brain injury results from one of two types of trauma:

1. external events (e.g., closed head trauma or a projectile penetrating the brain)
2. internal events (e.g.) cerebral vascular accident or tumors).

Understanding how brain function is different after injury has much greater implications for educators than does knowing the cause or type of the injury. Great variation exists in the possible effects of a head injury on an individual; most injuries result in some degree of impairment in the following functions:

- Memory—most common characteristic; usually short-term memory is affected,
- cognitive/perceptual communication—(difficulty focusing, distracted by extraneous stimuli),
- speed of thinking (processing time),
- communication—language functions (writing, reading, speaking, listening, as well as the pragmatics),
- spatial reasoning,
- conceptualization—(ability to categorize, sequence, abstract, prioritize, and generalize information),
- executive functions—(goal setting, planning, working toward desired outcome),
- psychosocial behaviors—(depression/withdrawal, irritability, frustration, denial),
- motor, sensory, and physical abilities.

Comparison with Specific Learning Disabilities

On the surface, problems encountered by students with TBI may seem like those common to students with LD. Many of the academic modifications listed for students with learning disabilities will also be appropriate for students with head injuries. Whereas similarities exist, there are important differences which have profound significance for effective programming.

To summarize, compared to students with learning disabilities, the student with acquired brain injury may:

- be more impulsive, hyperactive, distractible, verbally intrusive, and/or socially inappropriate
- have discrepancies in ability levels that are more extreme and harder to understand, such as reading comprehension at a level four years lower than spelling ability
- learn some material rapidly, since they may need only to be reacquainted with a process or concept which they knew pre-injury
- have more severe problems generalizing and integrating skills or information
- require on-going monitoring of tasks using independent thinking and judgment
- be unable to process information presented through usual remedial strategies because comprehension may deteriorate as the amount and complexity of material increases

- require a wider variety of strategies to compensate for impaired memory and problems with word retrieval, information processing, and communication
- have more pronounced difficulty with organization of thoughts, cause-effect relationships, and problem solving
- resist new learning strategies which seem too elementary (not accepting the changes caused by the injury)
- retain the pre-trauma self-concept of a non-disabled student and have difficulty accepting that abilities and behaviors have changed and need to be adjusted

Suggested Accommodations

Classroom

- Provide students with as much written material as possible to augment lectures.
- Let students know about work ahead of time and extend deadlines whenever possible.
- Begin lectures and discussions with a review from the last class and an overview or outline of the topics to be covered during that class. Provide opportunities for participation and questioning of material presented.
- Allow students to tape lectures or share lecture notes with a student aide
- Use chalkboard, overhead projectors, or PowerPoint to high-light key concepts or difficult terminology, and to outline lecture material. Emphasize these points orally in lecture.
- Provide time, during office hours, for individual follow-up of assignments, lectures, and reading. Summarize the main points at the session's end.
- Give the student preferential seating in the front of the class if needed.

Testing

- Offer extended time for exams. Make arrangements prior to tests, for students to take the test in a separate, quiet room.
DSS can assist you with this.
- Give concise directions. Test directions should be clear, direct, and given in sequential order. Avoid asking questions with difficult sentence structure or embedded meaning.

Suggested Guidelines/Responsibilities

Faculty

- Allow a student with a head injury to audit a class before registering for the course.
- Inform students of changes in textbooks before courses begin to allow time for taped books to be ordered.
- Offer alternative assignments to the student (i.e., permission to give an oral report in place of a written paper) whenever feasible.
- Help the student with a head injury (and all students) to organize by listing weekly/monthly schedules of assignments and due dates for your class.

- Provide additional assistance for the student with a head injury during registration if serving as a faculty advisor. Assistance may include specific assistance in course planning and organization of courses.

Students

- Inform your instructors of your head injury and the ways that work best for you for tests, homework, reading and note-taking.
- Ask for a list of textbooks and a syllabus, if possible, before the semester begins.
- Arrange a conference with instructors before tests to remind them of testing accommodations that you will need.
- Get feedback from instructors on what you are/are not having success with in the course.
- Inform the instructor immediately if you fall behind in your work and find out what can be done.
- Take advantage of available services when needed.
- Remind the instructor about you and your particular needs, if he or she “forgets.”

Attention Deficit Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD), formerly referred to as ADD/ADHD, is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed among individuals at a comparable level of development. Students with ADHD have been diagnosed by medical professionals, (e.g., doctors, psychiatrists, licensed clinical psychologists). The best diagnosis includes medical information as well as psychoeducational testing. Adults with ADHD may be either slow or lethargic, or restless and fidgety. Medical researchers now believe that differences in chemistry in the parts of the brain which control inhibition may cause ADHD, and may be inherited. ADHD manifests itself in academic, occupational, and/or social situations. Symptoms include significant inability or difficulty to do the following:

- give close attention to details, making careless mistakes in schoolwork, work, or other activities
- sustain attention in tasks or play activities
- listen when spoken to directly
- follow through on instructions and failure to finish schoolwork or duties in the workplace (not due to oppositional disorder)
- organize tasks and activities
- engage in tasks that require sustained mental effort (schoolwork or homework)
- keep up with things necessary for tasks or activities (assignments, pencils, books, or tools)
- filter out extraneous stimuli
- remember to attend to daily activities

Suggested Accommodations

Classroom

- Give the student preferential seating near the front of the classroom in order to minimize distractions.
- Offer extended time for tests. Make arrangements, prior to tests, for students to take the test in a separate, quiet room. DSS can assist you with this.

Testing

- Offer extended time for exams. Make arrangements, prior to tests, for students to take the test in a separate, quiet room either with you or DSS.

Suggested Guidelines/Responsibilities

Faculty

- Allow students to tape your lectures.
- Permit sharing of notes by students through the use of no-carbon required (NCR) paper or through the use of carbon copies or photocopies.
- Allow students to sit in the front of the classroom or to select their own seat.
- Help the student with ADD (and all students) to organize by listing weekly/monthly schedules of assignments and due dates for your class.

Students

- Inform your instructors as early as possible of your disability and of any accommodations that would be beneficial in the classroom and in testing.
- Arrange a conference with instructors before tests to remind them of testing accommodations that you will need.
- Take advantage of available services if necessary.
- Tape classes for listening after the class.
- Always sit in the front of the classroom.
- Get feedback from instructors on what you are/are not having success with in the course.
- Remind the instructor about you and your particular needs, if he or she “forgets.”

Mobility Impairment

Defining mobility impairments is quite difficult, in that so many types of disabilities fit under this broad category. It would seem more efficient to focus on the actual types of disabilities in the definitive process. Two relatively broad categories exist and are defined as follows:

- I. Neurological Impairments: disabling conditions, due to the lack of complete development or injury to the nervous system.

These can be further divided into two groups:

- A. Cerebral impairments include head injury, cerebral palsy, Friedreich's ataxia, hemiparesis, hemiplegia, and multiple sclerosis.
 - B. Spinal cord impairments include Guillaine-Barre syndrome, neuroblastoma spinal tumor, paraparesis, paraplegia, polio-caused paralysis, quadriparesis, quadriplegia, and spinal bifida
- II. Orthopedic Impairments: physical impairments which interfere with the normal function of the bones, joints, or muscles to such extent those special arrangements must be made in order that they may gain access to facilities and/or programs. Included among these would be students who have rheumatoid arthritis, muscular dystrophy, scoliosis, osteogenesis imperecta, and those students who are amputees.

There are probably as many different characteristics and manifestations as there are conditions listed above. However, common to all is use of crutches, braces, or wheelchairs to move about from place to place. Many who use wheelchairs can walk or stand with aid but find it much easier, more convenient, and more time efficient to use a wheelchair.

Suggested Accommodations

Classroom

- Make the classroom building accessible by wheelchair. Handicapped parking signs convenient to the entrance, curb cutouts, ramps, wheelchair lifts, elevators, and door clearances of at least 36 inches are essential. If the class-room is not accessible, Clarion University has a policy for the relocation of classes and miscellaneous adjustments (see Appendix 1).
- Use tables with space clearance for wheelchairs that are a minimum of 27-1/2 inches high and 32 inches wide. Most students with mobility impairments prefer to remain in their wheelchair rather than risk injury attempting to transfer to a desk. (Some students may need only a lap desk or clip board on which to write, while others may need a table.)
- Keep aisles relatively clear of books, backpacks, or other materials so that the student with mobility impairments is able to maneuver within the classroom.
- Accommodate a student with a mobility impairment in a laboratory setting by using a ramp so that the student will be able to work over the marble sills in a chemistry lab.
- Offer the choice of using:
 - (1) no-carbon required (NCR) paper which is ideal to give to another student for his or her notes—the copy goes to the student with mobility impairment;
 - (2) photocopying;
 - (3) tape recorders.

Note-taking is an important but occasionally impossible task due to paralysis or tremors in the hands, arms, or fingers, but the student is still responsible for the material covered in class. Students can obtain NCR paper from DSS.

- Make arrangements to allow the student with mobility impairments to participate in any field trip, or provide an alternative way for the student to meet the field trip requirements.
- Do not lean on a person's wheelchair or move the chair without the person's permission.
- Consider extending deadlines for library work. The library poses a particularly difficult obstacle for students with mobility impairments. Students who use wheelchairs may require the use of a personal assistant in the library to get books off shelves, to access card catalogs, etc. Because of this, the completion of required work may thus be delayed.

Testing

- Consider adapting timed-written tests since students with mobility impairments may have difficulty with writing.

Several possibilities can be considered:

- Allow the student to use a tape recorder to answer questions if he or she cannot write down the answers; or
 - Allow the student to engage a person to record his or her responses if the student can neither speak clearly nor write, as in the case of some students with cerebral palsy; or
 - Allow the student to type his or her answers; or
 - Remove time limitations on the test itself; or
 - Consider other options such as take-home exams, oral exams, or tests administered through DSS.
- Re-examine room assignments for final examinations. Frequently, multi-sections of a class are scheduled in Hart Chapel or in one of the auditoriums. None of these is equipped with tables on which to write.

Suggested Guidelines/Responsibilities

Faculty

- Consider the accessibility of your office. In some cases a faculty member or an advisor to a student with a mobility impairment may have to arrange to meet students at more convenient locations. Also, rescheduling of office time might need to be considered on certain occasions to accommodate students.
- Consider early registration of classes to insure that the student is able to schedule classes in accessible classrooms or at times convenient to the student's schedule. It is virtually impossible for a student in a wheel-chair to get from one building to another in the 10 minutes allowed between classes.
- Be aware that flexibility in course requirements may also need to be considered. Some disabilities may absolutely prevent the student from participating in a specific required course even with adaptations. It may be necessary to consider a substitute course for the required one.

Students

- Contact your professor before the semester begins or very early in the semester and let he or she know about your special needs. It will allow you and the professor adequate time to make suitable arrangements for course requirements, class-room accessibility, and testing arrangements.
- Ask the instructor for permission to tape record lectures if necessary.
- Inform resident advisors in the dorms that you might need assistance in the event of a fire alarm. Specify what type of assistance may be necessary.
- Remind your instructor about you and your particular needs, if he or she “forgets.”

Communication Impairment

A communication disorder is any interference with an individual's ability to express ideas, experiences, knowledge, and feelings. Communication impairments can range from articulation or voice difficulties to being totally nonvocal. Although, each individual with communication impairments will exhibit unique traits, several general characteristics are often observed. These include:

1. Articulation disorders, which consist of incorrect production of speech sounds due to such factors as faulty placement, timing, direction, pressure, speed, or integration of the movement of the lips, tongue, velum, or pharynx.
2. Fluency disorders, which constitute any interruption in the flow of oral language. Such disorders include, but are not restricted to, stuttering.
3. Language disorders, which consist of any difficulty with the production and/or reception of linguistic units, regardless of environment. Language disorders may range from total absence of speech to minor variations in forms.
4. Voice disorders, which comprise any deviations in pitch, intensity, quality, or other basic vocal attributes which consistently interfere with communication, draw unfavorable attention, adversely affect the speaker or listener, or are inappropriate for the age, sex, or perhaps the culture of class of the individual. These may be organic or functional in nature.

Some individuals with communication disorders may rely solely on the use of an electronic or augmentative communication device to communicate.

Suggested Accommodations

Classroom

- Support and encourage individuals with communication disorders to participate in class room discussions or activities. Many individuals with communication disorders may be tentative about speaking in the classroom setting. The most important accommodation for students with communication disorders, then, is the instructor's construction of a classroom environment which not only supports and encourages speaking but also minimizes the pressure to speak.

- Reply to the student's attempts at communication.
- Accept appropriate speaking attempts when the student is answering a question in class.
- Try to speak naturally to the student.
- Do not complete words, phrases, or sentences that the student is having difficulty pronouncing.
- Ask short questions that require short answers or a nod of the head, when necessary.

Testing

- Be aware of the hesitancy to speak of the student with communication disorders when assigning group projects, oral quizzes, or class participation grades.

Suggested Guidelines/Responsibilities

Faculty

- Privately inform any student who has a type of communication disorder of the availability of diagnostic evaluation and possible therapy through the Clarion University Speech and Hearing Clinic.
- Allow students to take written or some other form of test, rather than oral, if this is deemed possible.
- Encourage the student, using patience and understanding, to take advantage of developing his or her own appropriate communication technique.
- Never pretend to understand what the person is saying if you are having difficulty doing so. Repeat what you understand.

Students

- Identify yourself to your instructors and suggest ways that accommodations will benefit you. Be specific in explaining what will or won't work for you.
- Take advantage of available services with a speech pathologist whenever necessary.
- Remind your instructor about you and your particular needs, if he or she "forgets."

Visual Impairment

Many words have been used to describe visual impairments, including partially sighted, legally blind, and total blindness. The terms partially sighted and legally blind are used to describe persons whose vision in the better eye when wearing corrective lenses is 20/200 or less or those who have "tunnel vision." A person with 20/200 vision sees less from a distance of 20 feet than a person of "normal" vision sees at 200 feet. A person with "tunnel vision" sees an extremely narrow angle (less than a 20 degree angle) of the entire visual field. Seventy to eighty percent of those who are considered legally blind have limited vision with some light and motion perception. Total blindness, which is extremely rare, results in lack of even light or motion perception.

Students who have visual impairments often find that their learning is enhanced by opportunities to listen and observe through experiential activities. Also, since many students who are visually impaired listen and use audiotape textbooks, it becomes very important that they or the University Book Center are informed, prior to the beginning of a term, of which texts will be used in each course. Taped copies of the textbook may then be ordered from national agencies such as Recordings for the Blind & Dyslexic and The National Library Services for the Blind and Physically Handicapped's Talking Book program. This process may take six to eight weeks to complete.

It is important that students who have visual impairments are afforded the opportunity to participate in courses that may even be quite "visual" in nature (i.e., art appreciation). Faculty should be careful, however, not to lower expectations based solely on the disability. Some of the methods that can be used by students with visual impairments to synthesize course material include the use of readers, taped textbooks, raised line drawings, large print books, Braille, or optical aids such as a Visual Tek machine.

Some students with visual impairments rely on sighted guide dogs, sighted guides or canes to enhance their mobility within the environment.

Suggested Accommodations

Classroom

- Incorporate records and tapes into teaching techniques as much as possible.
- Discuss seating arrangements with the student at the beginning of the term. Take into consideration the desk arrangements in relation to the teacher and other students. Also take into account possible noisy distracters. Since many students with visual impairments rely on hearing to take in information, noisy radiators, buzzing lights, or other noise pollutants may reduce the ability to process information.
- Repeat what is written on the chalkboard and spell new words out loud.
- Avoid verbal descriptions that may confuse the student (i.e., "this number added to that number gives you this").
- Explain equipment and procedures verbally when equipment is used.
- Allow for tactile exploration.
- Allow ample time for assignments to be completed.
- Provide the student who is visually impaired with print copies of your class notes, outlines, and overhead materials.
- Use large print on transparencies (if you cannot provide the student with print copies).
- Discuss with the student a way for grammar to be evaluated within the parameters of necessary accommodations, where spelling and punctuation are related to course objectives.
- Print largely and legibly on the chalkboard. Make sure that the chalkboard is clear or completely erased so that previous writing does not show through. Use chalk that provides maximal contrast to the chalkboard (e.g., yellow chalk on a blackboard; white chalk on a green board).

- Ensure that the classroom is relatively free of obstacles such as book bags or boxes that might impair mobility. Also, maintain desks and tables in consistent arrangements or inform the student when changes in classroom desk/table arrangements have been made.
- Identify the speaker by name when using group discussion.

Testing

- Work out a suitable system for test-taking with the student early in the term.
- Allow the student who is visually impaired to take tests orally when possible. If the test is an objective test, the answers can be recorded on an answer sheet by a reader. If the test is an essay test, the student can turn in his or her answers on tape. If the student will be answering the test questions on tape, the instructor might want to provide the questions on tape as well. Additionally, a proctor or monitor can record responses on a computer through dictation.
- Allow the student and reader to work where they will not be disturbed by others and where they will not disturb others when test is given orally by a reader or make use of DSS.
- Allow a reader to repeat test items as many times as necessary. This is no different than a sighted student re-reading the questions.
- Make sure that a student's copy of the printed exam is a high-quality photocopy on white or yellow paper, if the student is partially sighted. Use only one side of the paper. Mimeographed tests are particularly difficult for students with visual impairments because the contrast between the print and the white background is not dramatic enough. Furthermore, laser printing is preferable to dot matrix printing. High density dot matrix printing is preferable to low density dot matrix printing. Enlargement of letters or large print size is also preferable.
- Allow students who are partially sighted to use a print magnifier when taking written exams.

Suggested Guidelines/Responsibilities

Faculty

- Ask the student what (if any) classroom accommodations and/or curricular adaptations are necessary.
- Choose your texts early and notify the bookstore of selections. This will enable the student to order and receive taped copies of the text prior to the commencement of the semester (usually at least two months lead time is necessary).
- Let your students know that you are willing to work with them on reasonable requests.
- Administer the test yourself in a one-on-one situation if you do not feel comfortable allowing a student to orally administer a test to a student who is visually impaired, and if a taped test is not possible.

Students

- Contact your instructor at or before the first class meeting. Introduce yourself and share information about your disability as well as any special accommodations you will need.

- Sit in front of the classroom, possibly near a window but away from troublesome noisy or shady areas, and with your back to outside sources of light.
- Assist the instructor by offering suggestions for appropriate accommodations. The instructor may look to you to offer alternative methods and techniques which will maximize your opportunity to participate fully in the course.
- Ask the instructor for permission to tape record his or her lectures.
- Get your texts recorded as early as possible, if necessary.
- Use the Visual Tek (CCTV) machine and the Braille printer which are available in Carlson Library, near the Instructional Materials Center, if necessary.
- Utilize the Technology Lab within the Office of Disability Support Services located in 136 Ralston Hall for use of assistive technology.
- Contact the resident assistants in the dorm about specific accommodations that may need to be made during fire alarms. Specify what type of assistance may be necessary.
- Remind the instructor about you and your particular needs, if he or she “forgets.”

Seizure Disorder

Seizure disorder is a chronic condition, usually characterized by various types of seizures. The most common types of seizures include:

1. **Generalized tonic-clonic seizure (formerly called grand mal).**

This is the most noticeable form of seizure, usually characterized by a loss of consciousness, rapid jerking of all parts of the body, and shallow breathing, or cessation of respiration. Although a generalized tonic-clonic seizure is frightening to watch, the usual danger is not the internal trauma that the person experiences, but rather the possibility that the person will injure him or herself while the body motions are taking place, or when he or she loses consciousness.

2. **Absence seizure (formerly called petit mal).**

This type of seizure is characterized by a momentary lapse of consciousness. It is usually very mild, and often goes unnoticed by observers. The person may stare blankly (giving the impression that he or she is daydreaming), and may blink the eyes rapidly, or twitch the hands slightly. After the seizure, the person will usually resume activity; usually no intervention is needed from others.

SUGGESTED ACCOMMODATIONS AND GUIDELINES/RESPONSIBILITIES

In most cases seizures can be controlled by drugs, and in the case of a generalized tonic-clonic seizure, the person may have advance warning that it is about to occur, and so may be able to prepare for it. If a student does have a generalized tonic-clonic seizure, the instructor will want to:

- Remember that most seizures are self-limiting; they will end on their own accord; however, due to potential medical emergency consequences that could arise, instructors should contact 911 for assistance.

- Make sure that the student is lying down (if there is enough time).
- Make sure that the student cannot bump into anything while the seizure is taking place. DO NOT RESTRAIN THE STUDENT; MOVE THINGS OUT OF HIS OR HER WAY!
- Place a pillow, folded jacket, or other soft material under the student's head to prevent injury caused by the head striking a hard surface.
- Make sure the student has adequate airway but DO NOT PUT ANYTHING IN THE STUDENT'S MOUTH OR BETWEEN THE TEETH. Instead:
 1. Loosen clothing at the neck (before, after, or during the onset of a seizure).
 2. Position the student on one side with head and neck flexed, if possible. Afterwards, keep the student on his or her side.

After a generalized tonic-clonic seizure, a person is often confused or very sleepy and may need to reorient to the environment, which may require the person to sleep for a period of time.

Suggested Guidelines/Responsibilities

Faculty

- Make sure that the student is provided with basic information and activities missed while he or she is incapacitated.
- Realize that the student who is having an absence seizure is not daydreaming and cannot absorb what is being presented during a seizure.

Students

- Inform the instructor about the seizure disorder itself, if necessary. Inform the instructor about what should be done if a seizure occurs during class.
- Inform the instructor about probability of an oncoming seizure, if possible.
- Inform the resident assistants about your seizure disorder. Let them know what they should do if a seizure occurs.

Chronic Health Impairment

Students with chronic health conditions would include those students with AIDS, asthma, cancer, cystic fibrosis, diabetes, emphysema, epilepsy, heart conditions, hemophilia, nephritis, lupus, sickle cell anemia, tuberculosis, or other similar diseases. Since there are many variations in types of impairment, degree of impairment and stability of impairment, it would be impossible to describe all the characteristics associated with chronic health impairments. However, three common characteristics are evident among this group. These three common characteristics include:

- the chronic, long-term nature of the disorders,
- the lack of overt signs/symptoms of impairment, and

- the need to be closely monitored by a physician while others may require frequent, periodic, or prolonged hospitalization.

Suggested Accommodations

Classroom

- Modify classroom activities which require physical exertion or stamina, if needed.
- Modify classroom activities which require interaction with certain types of electronic equipment or certain types of chemicals so as not to aggravate the medical condition, if necessary.
- Modify course loads to minimize exertion, if necessary.
- Keep in mind that priority may need to be given to class scheduling so that students can schedule classes around daily medical requirements (medication, meals, therapy, etc.). Some students may also need priority scheduling to avoid classes that meet for extended periods of time, e.g., classes that meet for three-or-four hour sessions once per week.
- Let students know about work ahead of time. Whenever possible, notify students of changes in course outlines, tests, or requirements in a prompt manner.

Testing

- Be aware that students may benefit from taping the answers to test questions. Students may also benefit from having a proctor record their answers to test questions. DSS can assist with this.
- Reschedule final exams around the student's daily medical needs when needed. These exams take place at times assigned by the university registrar.
- Keep in mind that final exams, which are typically two hours in length, may need to be given in two one-hour segments so that exertion is minimized.

Suggested Guidelines/Responsibilities

Faculty

- Offer the student alternative assignments whenever feasible or necessary.
- Make sure the student is provided with the basic information that was missed while he or she was hospitalized.
- Modify grading standards based totally or in part on class attendance or class participation for the student with chronic health impairments if necessary or possible.
- Remember that some students with chronic health impairments may need to acquire mastery of course material in an independent study format.

Student

- Inform your instructors as early as possible of your health condition and of any accommodations that would be beneficial in the classroom and in testing.

- Inform resident assistants as soon as possible of your health condition and alert them to your medical needs, medication, and medication schedule, and signs/ symptoms associated with your condition that warrant immediate medical attention (e.g., breathing emergency, bleeding incident, hypoglycemia, etc.).
- Inform resident physician as soon as possible of your health condition and alert him or her of your medical history, medication schedule, and regular physician's emergency situation.
- Notify the Office of Registrar as soon as possible in the event of hospitalization or prolonged absence from class as a result of the health condition, so that instructors can be informed of the reason for the absence.
- Obtain a valid medical excuse documenting your absence, if required by the instructor.
- Remind the instructor about you and your particular needs, if he or she "forgets."

Psychological Disabilities (PD)

The U.S. National Institute of Mental Health recently reported that one in five Americans (41 million people) have some form of mental illness in any given six-month period. Colleges and universities are realizing an increase in the number of students diagnosed with psychological disabilities (PD) primarily because the age of onset or first episodes is generally between the ages of 20 and 35. Thousands of college students each year experience such illness as depression, major depression, bi-polar or manic depression, schizophrenia, anxiety, panic attacks, obsessive-compulsive disorders, and dissociative disorders. Each person experiences his or her illness differently. Many undergo only a single episode in their entire life. With appropriate treatment the vast majority of psychological disorders are effectively cured or controlled.

Characteristics

Characteristics of students with PD are as unique as the individual. The following early warning signs will be helpful in heightening awareness of university faculty and staff as well as assisting them in identifying such students.

- | | |
|-------------------------------------|----------------------------|
| • Unable to have a good time | • Unable to feel happy |
| • Missing classes for weeks | • Lack of concentration |
| • Feelings of great loss or pain | • Sleep pattern change |
| • Extreme sadness | • Inability to concentrate |
| • Feeling like a complete failure | • Change in eating habits |
| • Unable to adjust to new situation | • Mood changes |
| • Hopelessness | • Weight loss or gain |

Functional Limitations

Functional limitations vary greatly among individuals with psychological disabilities. The following list is not inclusive or exclusive to college students with PD. Individuals may exhibit some but not all the limitations listed below.

Cognitive

- Poor short-term memory
- Poor time management
- Negative self-talk (fears, failures, panic)
- Extreme self-absorption
- Concentration problems
- Screening environmental stimuli (problem solving in new environment)
- Distractibility

Behavioral or Physical

- Negative self-talk influences behavior
- Impulsiveness
- Pacing
- Maintaining stamina
- Speech may be rambling, halting, weak, or pressured

Perceptual

- Auditory hallucinations
- Visual hallucinations
- Lack of effort
- Feelings of fear or anxiety

Medication Side Effects

- Drowsiness
- Fatigue
- Thirst
- Blurred vision
- Hand tremors
- Difficulty initiating interpersonal contact

Educational Impact

College students with PD exhibit similar education difficulties as students with other disabilities. The following represent some areas of difficulty:

- Test taking
- Concentration
- Class attendance
- Meeting due dates on assignments (waxing and waning)
- Studying
- Making and keeping appointments
- Problem solving in new environments
- Dealing with social situations
- Registration
- Parking
- Dealing with forms and bureaucracy (i.e. financial aid)

Suggested Accommodations

Classroom

- Let students know about work ahead of time and extend deadlines whenever possible.
- Notify students of changes in course outlines and tests, or class requirements not listed on syllabi.
- Allow students to tape lectures or share lecture notes with a classmate.
- Allow for breaks during instruction in longer class periods.
- Provide time during office hours for individual follow-up of assignments, lectures, and reading. Summarize the main points at the session's end.

Testing

- Offer extended time for exams. Make arrangements, prior to tests, for students to take the test in a separate, quiet room either with you or DSS.

Suggested Guidelines/Responsibilities

Faculty

- Provide time during office hours for individual follow-up of assignments, lectures, and reading.
- Provide honest feedback when behavior is inappropriate.
- Talk about alternative behaviors.
- Make referrals to campus and community resources.
- Faculty advisors may need to provide assistance with class selections and course load.

Students

- Inform your instructors of your disability and any accommodations that would be beneficial in the classroom and in testing.
- In the event of hospitalization or prolonged absence from class as a result of a psychological disability, the Office of the Registrar should be notified as soon as possible so that instructors can be informed of the reason for the absence.
- If required by the instructor, obtain a valid medical excuse documenting your absence.
- Remind the instructor about you and your particular needs, if he or she "forgets."

Where to Get Help

DISABILITY SUPPORT SERVICES

The Office of Disability Support Services is available to any enrolled Clarion University student having a documented disability. The Office of Disability Support Services provides students with reasonable accommodations as documented through evaluations. Appropriate accommodations are individually based upon identified need. The coordinator meets with these students each semester to determine the effectiveness of the accommodation and to evaluate the need for any further services.

Students are solely responsible for contacting the DSS Office to request any accommodations or services. After a request is made, students must provide documentation under the following guidelines:

- Completed by a licensed and/or certified professional
- Contains the evaluator's name(s), and title(s), testing date(s), and student's age and grade level
- Includes any relevant test scores, other relevant data and interpretations
- Is based on a battery of instruments which addresses aptitude, academic achievement and information processing (DSM-IV criteria for learning disabilities and ADD/ADHD)
- Identifies the disability or medical condition and describes the limits it imposes
- Contains current information (no more than three years old)

The student and coordinator will meet to determine if the request is supported by the documentation. Services are provided dependent upon sufficient documentation. Students need to meet at the beginning of each semester to determine appropriate services for the current semester.

TRIO STUDENT SUPPORT SERVICES

The purpose of the Student Support Services Program is to help students set, achieve, and enjoy their educational and personal goals while attending Clarion University. The Student Support Services Program offers assistance both to students with disabilities and to faculty members who have students with disabilities in their classes.

Any student enrolled or accepted for enrollment at Clarion University who has a documented disability is eligible for assistance from Student Support Services. The Student Support Services Program offers a variety of specific services, including:

- Basic career planning for students with disabilities;
- Academic advising, including course selection
- Liaison services between students and faculty and between students and government agencies.

Additionally, the Student Support Services Program coordinates the Helen Gendler Scholarship for students with disabilities.

University Services

THE OFFICE OF HUMAN RESOURCES

The Office of Human Resources serves as a resource for employees and applicants with disabilities. Faculty or staff requesting accommodations should first contact the Office of Human Resources, located in B 29, Carrier.

HOUSING

Clarion Campus: The residence hall program is a major part of the Clarion experience. A lot of the learning that takes place in college will occur outside of the classroom. In the residence halls, the students will have the opportunity to associate with students of differing backgrounds, attitudes, and lifestyles. Students will also have the opportunity to participate in and organize residence hall activities, develop new friendships, and grow as an individual.

Clarion University has six residence halls, which all have been renovated /updated to accommodate students with disabilities. Ballentine Hall has been modified to house the male student with disabilities who wishes to reside in a same-sex residence hall. Ballentine is located near the dining hall and the library. Givan Hall has been modified to house the female student with disabilities who wishes to reside in a same-sex residence hall. Givan Hall is located near the dining hall, health center, and the library.

Students living in on-campus housing are responsible for providing any special apparatus such as a trapeze, special mattresses, Rho cushions, or other personal equipment that is necessary. The Office of Residence Life Services will work with students individually to make any necessary adaptations, etc.

Venango Campus: Students should contact the Student Affairs office for information about housing.

MEDICAL HEALTH AND SERVICES

Clarion Campus: Medical services are provided by the Keeling Health Center. The health center, accredited by the Accreditation for Ambulatory Health Centers (AAAHC), is staffed with board-certified physicians, nurse practitioners, and nurses. The philosophy of the health center is that each student's health needs are unique and the treatment plan is individualized. The staff along with the student will develop an organized and coordinated strategy to remove health related barriers to learning in collaboration with other areas both within the university and community.

Venango Campus: Emergency room services are provided for Venango Campus students by UPMC Medical Center. Services do not include any extra charges for medications, X-rays, etc.

TTD/TTY SERVICES

TTD or TTY services will be available in the Admissions Office, Disability Support Services, the Office of Social Equity, and Student Development Office (Venango). Please call the campus operator at 814-393-2000 for information. Students and faculty may use the Pennsylvania Relay Service provided by Pennsylvania Bell by dialing 800-855-1155.

Campus Contacts

CLARION CAMPUS

Office of Social Equity, 207 Carrier Administration Building, 814-393-2109

The Office of Social Equity addresses concerns or complaints as expressed by students and employees with disabilities. A student or employee may access the university's *Non-Discrimination Policy and Procedures* by contacting the Office of Social Equity at 814-393-2109.

Housing Office, 226 Egbert Hall, 814-393-2352

Arrangements for housing in specified halls can be made through Residence Life Services.

PROUD- People Reaching Out and Understanding Disabilities-Student Organization (C/O) TRIO Student Support Services Program, 119 Ralston Hall, 814-393-2347

Communication Sciences and Disorders Department (Keeling Health Center), 814-393-2326

Provides appropriate testing for each type of communication disorder.

VENANGO CAMPUS

Director, Student Affairs (Venango Campus), 814-393-1270

The office works with students with disabilities who are enrolled at Venango Campus. All accommodation requests for Venango Campus students must be made through this office.

PITTSBURGH SITE

(Nursing Program), 412-578-5239

This office works with students with disabilities who are enrolled at the Pittsburgh Nursing Program Site.

University Facilities

CLARION CAMPUS

Carlson Library, 814-393-2301 (Circulation Desk), 814-393-2490 (Reference Desk)

For assistance consult the Reference Desk. Library staff will do their best to assist users with disabilities in terms of reference services and retrieval of materials.

Center for Academic Enrichment, 814-393-2249

The services of the Academic Support Center are available to any enrolled Clarion University student, and are free of charge. Academic services are available to students who encounter difficulty with the course content and/or need instruction in basic study skill development. Students participate in comprehensive tutoring sessions, which give them the opportunity to secure in-depth clarification of the course content, and apply specific study skill techniques required in their academic programs. Content tutoring is offered for some lower-level subject areas.

Specific study skill instruction is available in the following areas: time management, note taking, reading comprehension, test taking, vocabulary development, and critical thinking. Students in need of tutoring assistance should go to 131 Ralston Hall to complete a request form.

Speech and Hearing Clinic (Keeling Health Center), 814-393-2326

Provides diagnostic testing and evaluation as well as therapy with speech pathologists.

Writing Center, 101 Davis Hall, 814-393-2173

Offers assistance for writing assignments in all subject areas. Writing center consultants provide support for understanding a writing assignment, developing and organizing an assignment, using documentation, and learning to edit or proofread.

VENANGO CAMPUS

Learning Support Centers, 318 Montgomery Hall, 814-393-1342

Provides tutoring services, writing assistance and is equipped with a variety of assistive technology.

Office of Student Affairs, Montgomery Hall, 814-393-1270

Provides accommodations for students with documented disabilities. All Venango Campus students requesting accommodations must provide the necessary documentation and meet with the director of Student Affairs to formally request accommodations.

Suhr Library, 814-676-6591

Please consult with the main desk for assistance.

Community Resources

Blindness and Visual Services (BVS), Suite 1002, Baldwin Building, Erie PA 16501

The Office of Blindness and Visual Services may be contacted by students who are blind or visually impaired. This office works with individuals who are blind or visually impaired (on an appointment basis) in order to provide training, education, and support services to enable such individuals to function independently.

**National Library Services for the Blind and Physically Handicapped (NLS)
The Library of Congress, Washington, DC 20452.**

The National Library Service provides books in recorded and Braille format for individuals who are visually impaired and/or blind. The NLS also provides equipment on which recorded materials may be played. To register for the service, eligible individuals must fill out an application from which may be obtained from the national office.

Office of Vocational Rehabilitation (OVR)
3200 Lovell Place, Erie, PA 16503, 800-541-0721 (Toll Free)

The goal of this office is to find and identify individuals who are \vocationally handicapped in order to facilitate their movement from dependence to vocational productivity. The office also will help to place individuals who are disabled in employment and seeks to initiate, promote, and support efforts designed to assure disabled individuals' full vocational participation in society. Individuals who are visually impaired are not eligible for help from this office but will receive services from Blindness and Visual Services.

Associations

ABLEDATA www.abledata.com

ABLEDATA provides assistive technology information related to products and rehabilitation equipment. The site can assist people in locating domestic and international sources and the companies that sell the product. In addition, the site also provides current events and featured issues relating to disabilities.

Access USA-Braille Services www.access-usa.com

Access is a Braille translation service for all types of copying, translation, and printing services.

Academic Software, Inc. (ASI) www.acsw.com

An educational research based firm that specializes in Assistive technology. ASI designs and distributes custom software and hardware products for educational research and assistive technology communities.

Adaptive Device Locator System www.adaptworld.com

The database maintained by Academic Software, Inc., assists in identifying adaptive devices for persons with disabilities.

Alexander Graham Bell Association for the Deaf (ABAD) www.agbell.org

Membership comprises people with hearing impairments and their families, as well as professionals in the field. Its purpose is to promote the teaching of speech and lip reading; to encourage research on deafness; to provide educational consultation for school and agencies; to provide educational scholarships for oral-deaf students; and to provide information on speech and hearing.

Alliance for Technology Access (ATA) www.ataccess.org

ATA is a group of resources, vendors, and associations that provide information and resources for individuals needing assistive technology. This site provides information about the ATA mission, membership opportunities, community of associations, initiatives, legal updates, and current news.

American Foundation for the Blind (AFB) www.afb.org

The primary goals of the AFB are to serve as national clearing-house for information about blindness; to sponsor workshops for professionals working with people who are blind; to develop and manufacture special aids for persons who are blind and to lobby for legislation.

American Printing House for the Blind, Inc. (APH) www.aph.org

Publishes materials for people who are blind (in Braille, large type, and recorded formats) and produces educational aids and appliances for use by persons who are partially sighted or blind.

American Speech-Language-Hearing Association (ASHA) www.asha.org

This professional association for speech pathologists and audiologists acts as an accrediting agency for programs and as a certifying body for individuals. It also provides career information and conducts research.

Americans with Disabilities Act (ADA) www.ada.gov

This site is designed to provide information and technical assistance on the Americans with Disabilities Act. Links are focused on employment, public transportation, accessibility issues, education, health care, labor and housing. In addition, many additional links take you to other related agencies, assistance programs and other legal sites.

Association on Higher Education and Disability (AHEAD) www.ahead.org

AHEAD collects, evaluates, and disseminates information; lobbies for legislation to benefit students with disabilities; provides referral and employment services; and promotes the equal rights of post-secondary students and graduates.

Association of University Centers on Disabilities www.aucd.org

This site provides information and resources related to centers on disabilities, research, and services within education. Links include information on legal matters, projects, employment, events, training opportunities, health care, current events and overall disability information. In addition the AUCD provides information geared toward advancing policy and practice for individuals with disabilities, families, and communities.

Attention Deficit Disorder Association (ADDA) www.add.org

ADDA is the world's largest leading adult ADHD organization. This site provides information, resources, and networking opportunities for adults with ADHD and professionals working with them. Links include conferences, articles, finding help, products, and membership information.

Gallaudet University www.gallaudet.edu

The only liberal arts college in the world for students who are deaf, the college provides information on deafness and hearing impairments as well as educational materials for use in classroom teaching about deafness. It's National Center for Law and The Deaf coordinated legislation and legal efforts on behalf of persons who are deaf and hearing impaired.

HEATH Higher Education and the Handicapped

The George Washington University HEATH Resource Center www.heath.gwu.edu

HEATH assists post-secondary educational programs in recruiting and retaining students with disabilities, provides as information clearinghouse (through the HEATH Resource Center), and offers workshops on working with students with disabilities.

International Dyslexia Association (IDA) www.interdys.org

IDA is a non-profit organization that focuses on individuals with dyslexia, their families and communities. This site provides information about the organization, dyslexia, IDA on-line services, conferences, and other links related to dyslexia.

LD OnLine www.Ldonline.org

This learning disability in depth site is exclusive for individuals looking at attending college. Information provided includes the planning and selection process, advice on creating a successful college experience, advocacy, technology, transitioning from high school, and others.

Learning Disabilities Association of America (LDA) www.Ldanatl.org

This is the largest non-profit organization advocating for students with learning disabilities. This powerful lobbying group disseminates information and provides assistance and referral services for local and state groups and now includes international memberships.

Microsoft Accessibility: Technology for Everyone www.microsoft.com/enable

The Microsoft Accessibility technology site provides information on products/support, assistive technology, step-by-step tutorials, guides by impairments, resource centers, research, and related articles. In addition, there are headline links with current news events related to technology and accessibility.

National Association of the Deaf (NAD) www.nad.org

Comprising adult deaf persons and other individuals, the NAD promotes the civil rights of people who are deaf, lobbies for legislation and programs that benefit people who are deaf, maintains a speaker's bureau and a legal defense fund for people who are deaf, conducts and supports research, and serves as a clearinghouse of information on deafness.

National Captioning Institute www.ncicap.org

The purpose of this institute is to provide closed caption television programs for people who are deaf and hard-of-hearing-on cablecasters, and the home video industry. It also includes subtitling and language translation in over 40 different languages.

National Center for Law and the Deaf (NCLD)

800 Florida Avenue, NE, Washington, DC 20002, 202-651-5373 (Voice-TTY)

NCLD coordinates and provides legal services and representations for persons who are deaf and hearing impaired. NCLD also sponsors legal educational workshop for hearing consumers and serves as a clearinghouse for information about legal and law-related problems with deafness.

National Federation of the Blind (NFB) www.nfb.org

The purpose of the NFB is to facilitate the complete and equal integration into society of persons who are blind. It provides information about blindness as well as information about federal and other programs for persons who are blind. Additionally, it supports and conducts scholarly and publishes the results.

**National Library Service for the Blind and Physically Handicapped
Library of Congress www.loc.gov/nls**

The National Library Service provides recorded materials (tape and record) and Braille materials for individuals who are visually impaired, physically disabled, or learning disabled (medically certified).

National Organization on Disability (NOD) www.nod.org

NOD keeps current information related disability-related news, information and resources. Links are related to community involvement, economic participation and independent living/access.

National Rehabilitation Information Center www.naric.com

This resource center operates online databases (ABLE-DATA and REHABDATA), and provides source documents of research reports, books, journals, conference proceedings, audiovisual materials, and material on blindness, deafness, developmental disabilities, spinal cord injuries, and emotional disturbances. It also provides reference and bibliography services, conducts training workshops, and provides technical assistance.

National Spinal Cord Injury Association (NSCIA) www.spinalcord.org

Supports research toward a cure for paralysis from spinal cord injury; provides public and professional educational services and programs; and provides consultations for individuals as well as peer counseling programs. This site also maintains information and referral service as well as a placement service.

**Pennsylvania Training & Technical Assistance Network (PaTTAN):
A Professional Development Network www.pattan.k12.pa.us**

This site is a product of collaboration between the Pennsylvania Department of Education and the Bureau of Special Education. Its primary focus is supporting the needs of students with disabilities by providing technical assistance to schools, students with disabilities, and agencies.

Recording for the Blind and Dyslexic (RFB&D) www.rfbd.org

Provides recorded materials and texts for qualified students who are blind or visually impaired in grade school, high school, college, and graduate school as well as for adults in business and the professions.

Registry of Interpreters for the Deaf, Inc. www.rid.org

This national organization recruits and trains persons to become interpreters and maintains a registry accredited interpreters and translators. It serves as the central coordinating agency for the field of interpretation; sponsors research, training workshops, and professional conferences; certifies interpreters; and provides information about the referrals to other information centers and educational facilities.

SAMHSA's National Mental Health Information Center www.mentalhealth.org

This site is a compilation of mental health related information including suicide prevention, managing anxiety funding information, violence prevention and others.

Self Help for Hard of Hearing People (SHHH) www.shhh.org

A volunteer organization of persons who are hard-of-hearing, concerned peers, and professionals working in the field. Its goals are to educate members and the public on the nature of hearing impairments, as well as its detection, management, and prevention; to maintain a speaker's bureau; to compile statistics; and to conduct educational programs.

Source www.maapservices.org

The MAAP website provides information and advice for individuals with Asperger's syndrome and also families. Related links include information on MAAP services, autism/asperger's syndrome, legal rights, publications and conference information.

Spina Bifida Association of America (SBAA) www.sbaa.org

Comprised of professionals and individuals with spina bifida, their families, and other concerned individuals, the SBAA provides information about spina bifida, conducts research, works toward the improvements of vocational training of individuals with spina bifida, holds educational seminars and workshops, and lobbies for appropriate legislation.

USA TechGuide www.usatechguide.com

The USA TechGuide site is a source of information more specific to assistive technology in the mobility area. (i.e. wheelchairs, scooters, standing devices and related products). Links include product reviews, tips, legal issue updates, and many resources.

Appendix 1

Clarion University Student Request for Accommodations (Additional Cost Request)

Student's Name _____ Date _____

Semester _____

Graduation Date and Degree _____

Requested Accommodation(s) and Cost _____

Alternate Accommodation(s) and Cost _____

Requested Amt. _____ Amt. Approved _____ Not Approved _____

Disability Services Coordinator

Office of Social Equity

College Dean

Appendix 2

Clarion University Employee Request for Accommodations (Additional Cost Request)

Name _____ Date _____

Department _____

Requested Accommodation(s) and Cost _____

Alternate Accommodation(s) and Cost _____

Requested Amt. _____ Amt. Approved _____ Not Approved _____

Supervisor

Office of Social Equity

Associate Vice President for Finance and Administration

Vice President for Finance and Administration

Appendix 3

Clarion University Policy for Relocation of Classes and Miscellaneous Adjustments

Inevitably there will be classes scheduled in rooms inaccessible to people with mobility impairments. When a person is non-ambulatory, in the pursuit of his or her college work is scheduled for a class meeting in a non-accessible room, the following procedures will be followed:

- I. If the course has multiple sections, the student may be rescheduled into an alternative section in an accessible room.
- II. If an alternate section of a course in an accessible area is not available, every reasonable effort will be made to reschedule the class into a room that is accessible.
- III. Responsibility for making room changes lies with the academic services and is vested in the following, both individually and collectively:
 - A. The student's advisor.
 - B. The faculty member who is teaching a course that involves a student with a mobility impairment who is scheduled in a non-accessible room.
 - C. The department chair in whose area the course is administered.
 - D. The student with the mobility impairment.

Miscellaneous adjustments can be made quickly to accommodate persons with mobility impairments: for example, adjustment of laboratory bench-should be handled as follows:

1. The faculty member should make the need known to his or her department chair.
2. The chair should contact the dean.
3. The dean should contact the associate provost.

Appendix 4

Physical Accessibility of University Facilities

Please use the accessibility maps, which are at the center of this handbook. They locate, via codes, all accessible entrances, accessible parking spaces, and elevators in the university physical plants. Through the university has been striving to make all of its facilities accessible, the terrain makes wheelchair travel less than ideal. It is advisable for the student with mobility impairment to have access to a van or automobile to get close to the facility.

ACCESSIBILITY OF CLARION UNIVERSITY MAIN CAMPUS ACADEMIC FACILITIES

Ballentine Hall is accessible through the doors closet to center of campus.

Becht Hall is accessible via the rear door. (Building upgrades are being designed)

Becker Hall is accessible at the front and rear of the building. The elevator is at the right front of the building. The restrooms are handicapped accessible, and there is handicapped parking at the rear of the building.

Boiler House is not accessible.

Campus View Suites is accessible through the main doors with elevators and rooms.

Carlson Library is accessible from the front. Elevators and restrooms are accessible. Parking is available at the rear of Carlson Library and along the west side of Stevens Hall.

Carrier Hall is accessible at the rear of the building. The elevator is located at the center of the building. Restrooms are modified, and handicapped parking is available in Lot S.

Ceramics is partially accessible by the northwest door. Restrooms are not accessible.

Davis Hall is accessible at the right rear entrance. There is an elevator in the hallway. Restrooms are modified, and parking is behind Stevens Hall on Carlson Drive.

Eagle Commons is accessible from Ninth Avenue entrance with automatic doors and elevator as well as a ramp on the Wood Street entrance.

Egbert Hall is accessible. The elevator is located in the hallway, and restrooms are modified. Handicapped parking is available in Lot E.

Founders Hall is accessible from the east side of the building. Elevators and restrooms are accessible. Parking is available in Lot O and 7.

Gemmell Student Complex is accessible through main doors. There is an elevator. Restrooms are modified and parking is along Payne Street.

Givan Hall is accessible via the front entrance. Parking is available in Lots 10 and D.

Hart Chapel is accessible at the side facing Founders Hall. There is an elevator inside the side entrance and the restrooms are handi- capped accessible. Handicapped parking is available in Lots O and 7.

Harvey Hall is accessible via the west entrance. Elevator and restrooms are accessible. Parking is available in Lot E.

Keeling Health Center is accessible through the entrance across from Givan Hall. Handicapped restrooms are available, and handicap parking is available between Givan and Keeling in Lot 7.

McEntire is accessible. Handicapped parking is available in Lot 14.

Marwick-Boyd Auditorium is accessible from the front of the building. It is equipped with both an elevator and a chair lift. Restrooms are modified, and parking is available between the building and Greenville Avenue and in Lot B.

Moore Hall is accessible through the right door. Parking is available in Lot E.

Nair Hall is accessible at the main entrance. The elevator is in the lobby, and restrooms are modified.

The President's Residence is accessible.

Ralston Hall is accessible at the main entrance. The restrooms are modified, and handicapped parking is available in Lot D.

Science and Technology Center is accessible. Three of four entrances are equipped with ramp lifts and elevators to accommodate handicapped individuals.

Special Education is accessible to the basement from the side entrance and first floor from the front entrance. Restrooms are modified, and handicapped parking is available behind Stevens Hall.

Stadium is accessible; handicapped modified restrooms and handi-capped parking are available.

Stevens Hall is accessible from the main entrance. An elevator is located inside the main entrance. The restrooms are modified. Handicapped parking is available on Carlson Drive.

Still Hall is accessible through the main and basement entrances. The elevator is located in the lobby, and restrooms are modified. Handicapped parking is available in Lot N.

Thorn 1 is accessible.

Thorn 2 is not accessible.

Tippin Gymnasium is accessible from the entrances facing the Science and Technology Center. The elevator is located in the lobby, and restrooms are modified.

Center for Advancement is accessible. Handicapped parking is in the rear of the building.

Valley View Suites is accessible through main doors with elevator and designed rooms.

Wilkinson Hall is accessible at the main entrance. The elevator is located in the lobby, and restrooms are modified.

ACCESSIBILITY OF CLARION UNIVERSITY VENANGO CAMPUS FACILITIES

Frame Hall is accessible through main doors. The elevator is located off the lobby. The restrooms have been modified. Accessible parking is available in front of the building.

Rhoades Student Center, first floor, is accessible through main doors. Accessible parking is available, as are accessible restrooms.

Suhr Library is accessible through the main door. Accessible parking is available, as are accessible restrooms.

Montgomery Hall is accessible through the main and rear doors, with elevator service available from the ground through fourth floors. Accessible restrooms are located on each floor.

Appendix 5

Frank H. Sessions Scholarship

Frank H. Sessions Scholarship is an endowed scholarship for Clarion University of Pennsylvania students with disabilities. The scholarship was established in honor of Dr. Frank H. Sessions, retired dean of graduate studies and continuing education. The scholarship is open to undergraduate or graduate students who are currently enrolled or have been accepted. Students must have a documented QPA of 3.0 or better to qualify for this scholarship. Preference is given to full-time students. For further information, contact the Coordinator for Disability Support Services.

Appendix 6

Helen Gendler Scholarship

Helen Gendler Scholarship is an endowed scholarship for Clarion University of Pennsylvania students with disabilities. The scholarship fund was established by Dr. and Mrs. Stephen Gendler in memory of Helen Gendler. The scholarship is open to undergraduate or graduate students who are currently enrolled or have been accepted. Students must have a documented disability.

The scholarship will be awarded to the student who demonstrates most aptly: academic achievement measured by QPA., services to the university or as a community volunteer; financial need as demonstrated by the FAFSA form. For further information contact the Student Support Services Program.

