

DISABILITY HANDBOOK

A Guide for Faculty and Staff as they assist Students with Disabilities

As a faculty and staff member at the University of Wisconsin Oshkosh, you will probably work with a student that has a disability. This handbook from Disability Services of the Dean of Students Office offers important information, guidelines, and suggestions for educating and accommodating students with disabilities.

Should you have any questions or concerns not addressed within this handbook or this publication in an alternative format, please contact our office by phone at (920) 424-3100 or visit our office in 125 Dempsey Hall.

Table of Contents

Introduction

Rights and Responsibilities

Application Process

Campus Resources

Disability Descriptions and Accommodation Strategies Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

Hearing Impairments

Learning Impairments

Mobility and Dexterity Impairments

Psychological Impairments

Speech Impairments

Visual Impairments

Miscellaneous Impairments

Appendix of Resources

Accessibility Checklist

Internet Resource List

Publication Statement

Syllabi Statement

Universal Instruction Design

Web Accessibility

Glossary

Introduction

Thank you for taking some time to review the Faculty & Staff Handbook: A Guide to Assist Students with Disabilities. We hope that it will become an essential manual that you will refer to frequently as you seek to accommodate students in the classroom and in educational services at the University of Wisconsin Oshkosh. Our thanks to the many people who contributed to the development of the guide including: Sheilah Green, Beth Heuer, and Jen Hass (students); Bill Kitz, Karen Dunn, John Willinghamz, Allen McCormick, and the rest of the ADA Advisory Board; and academic department chairpersons. We welcome your ideas for modifications to future additions!

While accommodating students with disabilities is clearly a legal mandate, it is more importantly an educational and moral imperative. Please join us as we continue to modify our physical environments, programs, policies, and attitudes at the University of Wisconsin Oshkosh to be a more inclusive community for all people. Providing our students the fullest opportunity to engage themselves in the invigorating academic and co-curricular life of our campus is essential.

Petra Roter-- Vice Chancellor of Student Affairs

Lane Earns-- Provost and Vice Chancellor

John Palmer-- Assistant Dean of Students, Coordinator of Services for Students with Disabilities

Jane Wypizynski-- Affirmative Action Director, ADA Coordinator

Rights and Responsibilities

The faculty and staff of the University of Wisconsin Oshkosh should be aware that assistance to students with disabilities is based on **Section 504** of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 is viewed as the first civil rights legislation for people with disabilities at the national level. It prohibits discrimination on the basis of disability in any program offered by an institution receiving federal funds. The law states: No otherwise qualified handicapped individual in the U.S. shall, solely, by reason of his/her 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 **Americans with Disability Act (ADA)** is a federal civil rights statute designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities. It provides certain benefits and rights to students who have disabilities. In addition, the student must assume certain responsibilities to qualify for and receive the maximum benefits of the law.

Students with disabilities have the responsibility to:

- meet the University qualifications and maintain institutional standards
- when seeking accommodations, identify themselves in a timely manner as a person with a disability
- provide documentation from the appropriate professional(s) that verifies the disability, functional limitations, and the need for specific accommodations
- follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

Students with disabilities have the right to:

- equal access to services and facilities offered through the University of Wisconsin Oshkosh
- an opportunity to receive reasonable accommodations, academic adjustments, and/or auxiliary aids, and services
- confidentiality of all information pertaining to the individual's disability and to choose whom to disclose it to
- information reasonably available in accessible formats

The University of Wisconsin Oshkosh has the responsibility to:

- provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request
- ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- evaluate students on the basis of their abilities and not their disabilities
- respond to requests on a timely basis
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities
- maintain appropriate confidentiality of records and communication except where permitted or required by law

The University of Wisconsin Oshkosh has the right to:

- establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate students on a timely basis
- request current documentation from a student completed by the appropriate professional source(s) to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids

- deny a request for accommodations, academic adjustments, and/or auxiliary aids, and services if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- select among effective accommodations, adjustment, and/or auxiliary aids, and services
- refuse unreasonable accommodation, adjustment, and/or auxiliary aid, and service requests that impose a fundamental alteration on a program or activity of the University, create an undue financial burden, or is considered "personal" in nature.

Application Process

Students seeking **accommodation** services at the University of Wisconsin Oshkosh should be referred to Disability Services (DS) in the Dean of Students Office. The application process is as follows:

1. Mail the Request for Information Form to DS or contact the office via phone, 920-424-3100 (Voice), 920-424-1319 (TTY), or 920-424-2405 (Fax) to request an accommodation packet.
2. Return the Disability Notification & Accommodation Request Form along with the appropriate documentation of the disability.
3. After review by DS, the student will receive, in writing, a response to the accommodation(s) requested.
4. Approved accommodation services will be implemented in cooperation with faculty/staff and the student receiving assistance.
5. Upon approval the student will receive a laminated copy of the Accommodation Recommendation Form (AR) stating the accommodations supported for the upcoming semester. At the start of the semester the student should show the ARF to their professors to make them aware of the accommodations to be coordinated.
6. If the student's request is denied, he/she may file a grievance if continued contact with DS does not yield an agreeable result. Filing a grievance does not ensure an agreeable result.

Please visit our website at www.uwosh.edu/dean/disabilities/ for the forms referred to above or contact the Dean of Students Office for copies in an accessible format.

Campus Resources

There are many different campus resources that provided assistance to students with disabilities and faculty/staff.

The **ADA Advisory Board** is a group of faculty, staff, and students that discuss campus-wide accessibility issues. It meets every other month and makes policy, structural, and programmatic recommendations. Contact the Coordinator of Services for Students with Disabilities at 424-3100 for more information.

Adaptive Technology Room (Polk 111) has a computer, printer, and a scanner. This room will primarily be used for students who need privacy to use Speech Recognition and Screen Reading software. The room also has a Sorenson Video Phone for those students who wish to communicate

The **Counseling Center** provides confidential counseling for a wide variety of academic personal issues such as: career assessment, decision making, test, speech and math anxiety, difficulty concentrating, depression, and roommate and relationship issues. Students may call for an appointment at 424-2061, visit the office in 201 Dempsey Hall or visit their website at http://www.uwosh.edu/couns_center/.

Center for Academic Resources is a place for students to go for individual classroom tutoring. The center will work with students and professors to find tutoring for most classes offered on campus, call 424-2290, visit the office in 317 Dempsey or visit their website at <http://www.uwosh.edu/car/> .

The **Disability Study Lounge** (120 Dempsey Hall) personal computers, one apple computer, scanners, and a printer. All of these computers are equipped with various adaptive technology software programs such as screen magnification, screen reading, and software for students with learning disabilities. A Close Circuit TV (CCTV) is also available for students with visual impairments. The CCTV has the ability to enlarge various texts. Contact the Coordinator of Services for Students with Disabilities at 424-3100 for further information.

Financial Aid provides information on the financial aid resources that are available to students and how to apply for these resources (financial aid and scholarship application forms, information on deadlines, and the eligibility requirements for the various financial aid programs). The office also assists students with coordinating financial aid resources from other agencies, such as Veteran's benefits, Vocational Rehabilitation Services, outside scholarships, and others. Students are welcome to visit or call (424-3377) the office (104 Dempsey Hall) during office hours, 7:45 a.m. to 4:30 p.m., Monday through Friday. The office maintains a website: http://www.uwosh.edu/fin_aids/. This site provides a scholarship search database as well as a link to the electronic version of the free application for federal student aid (FAFSA).

Health Center provides medical care and health care counseling/education. Students may call for an appointment at 424-2424 or be seen on a walk-in basis. The Health Center is located in Radford Hall, 1st floor or visit their website at http://www.uwosh.edu/departments/health_center.

Math Tutor Lab helps and assists students who have difficulty with math. There are tutors available for a variety of math classes. Tutors are available on a walk-in basis in 113 Swart Hall during hours of operation.

Parking Services offers permits to disabled persons having vehicles with special license plates or a state sticker displayed in any window. Upon purchase of an UW Oshkosh student parking permit, students may park in the designated disability spaces in on and of the campus parking lots. Permits may be purchased in the Parking Office, lower level Blackhawk Commons. Call 424-4455, email: parking@pobox.uwosh.edu, or visit their website at <http://www.uwosh.edu/parking/> for additional information.

Project Success is a remedial program for college students with dyslexia/language based learning disabilities attending the University of Wisconsin Oshkosh. The program focuses on teaching the reading, spelling, written expression, and organizational skills that foster success at the post-secondary level. Testing accommodations and limited academic tutoring are also available. For more information or answers to any questions contact the Project Success office, Nursing/Education 27, 424-1033, or visit their website <http://www.uwosh.edu/organizations/success>.

The Reading-Study Center gives students the opportunity to improve their overall academic performance through the development of more sophisticated reading and study techniques. The Center offers one-hour workshops throughout the year on topics such as time management, test taking, and textbook study. For further information, call the Reading- Study Center at 424-1031 visit their website <http://www.uwosh.edu/readingstudycenter/> or visit the office in Nursing/Education 201.

The Department of **Residence Life** is committed to providing a highly accessible environment and reasonable accommodations to students with disabilities living in the residence halls. The Residence Life Facilities Specialist is available to meet with individuals to determine how best to meet their needs. Reasonable modifications of facilities can be made on an as needed basis. For further information contact Tom Witte, Facilities Specialist, witte@uwosh.edu, 424-3120, or visit their website at <http://www.mio.uwosh.edu/>.

Student Support Services (SSS) assists low-income/first generation and/or disabled students in graduating from the university. This is accomplished by providing support services of academic advising, career/personal counseling, tutoring, and cultural enrichment activities. For further information concerning SSS please call 424-1310 or visit the office, 130 Dempsey Hall.

In the **Fredric March Theatre** there is an Infrared Sound Amplification System for students with a hearing impairment. Individuals with a hearing impairment should request the use of headsets in advance. The theatre is located in the Arts

and Communication Building. For more information call 424-7042 or visit their website at

<http://www.uwosh.edu/departments/communication/Theatre/TheatreHP.html>.

Wisconsin Division of Vocational Rehabilitation (DVR) serves persons who have any disability that presents a substantial barrier to employment. The services provided through DVR are education and training at the University of Wisconsin Oshkosh, counseling and guidance, job placement assistance, transportation, and appropriate support services. Questions can be directed to DVR, 315 Algoma Boulevard, Oshkosh, WI 54901 (part of the Oshkosh Workforce Center), (Voice) 232-6250, (Fax) 424-2073, or (TTY) 424-2053. Visit their website at <http://www.dwd.state.wi.us/dvr/othrinfo.htm>.

Writing Center is a place for students to go for help as they are working on a writing assignment. Help will be given in starting drafts or revising assignments that students have already begun. This is done through pre-writing and brainstorming for ideas or by providing revision feedback on drafts before they are due. The Writing Center strives to help students become more independent writers and learners. To make an appointment visit the office in the Radford Basement, call 424-1152, or visit their website at <http://www.english.uwosh.edu/wcenter/>.

Disability Descriptions and Accommodation Strategies

A disability is a term used to describe many different impairments. The Americans with Disabilities Act (ADA) defines "disability" as a physical or mental impairment that substantially limits one or more of life's major activities such as walking, hearing, seeing, speaking, breathing, learning, or working. Here are some descriptions of different impairments, possible accommodations, and tips for teaching/assisting students with a particular disability.

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

ADD/ADHD is a neurological condition that affects learning and behavior characterized by a persistent pattern of inattention and/or hyperactivity. Adults with ADD/ADHD are often bored with tedious and repetitive tasks. They may also have trouble with planning and organization. College students may have trouble staying focused on paperwork or lectures. The ADD/ADHD adult often becomes frustrated or angry rapidly, but may cool off as quickly. Students with ADD/ADHD may exhibit persistent body movement, have difficulty remaining seated, have difficulty pursuing quiet activities, and may blurt out answers before a question has been completed. There is considerable variation among students diagnosed with ADD/ADHD.

Some Web sites related to ADD/ADHD include:

- <http://www.chadd.org/> (Children and Adults with Attention Deficit/Hyperactivity Disorder)
- <http://www.add.org/> (National Attention Deficit Disorder Association)

Possible Accommodations:

- Extended time on exams/ quizzes
- Notetaker
- Testing in a quiet, distraction free environment
- Tape recording

Teaching students with ADD/ADHD:

- Give assignments both orally and in writing.
- Allow students to take a break during long lecture periods.
- Speak directly to student and use gestures and natural expressions to convey meaning.
- Allow student to break exams into shorter segments.
- Discuss with the student prior to class time if there are methods that can help in the classroom.

Hearing Impairments

The causes of hearing loss vary and degrees range from hard of hearing to total deafness. Most people with a hearing loss have some degree of residual hearing. Communication is the greatest challenge for students with hearing impairments. A common communication method is speech reading (lip reading) while others communicate by using American Sign Language (ASL). Hearing impairments are unique to the individual; therefore each person must figure out the best communication techniques for him/herself.

Some Web sites related to Hearing Impairments include:

- <http://www.pepnet.org/> (Post-secondary Education Programs Network - a brief tutorial)
- <http://spot.pcc.edu/osd/hearingo.htm> (Information about Hearing Impairments)
- <http://www.deafresources.com/> (Deaf Resources: American Sign Language Products)
- <http://clerccenter.gallaudet.edu/InfoToGo/index.html> (National Deaf Education Network and Clearinghouse)

Possible Accommodations:

- Notetaker
- Interpreter
- Close captioning, transcripts, or outlines where audio materials are used
- Extended time on exams/quizzes
- Hearing assistive devices
- Testing in a quiet, distraction free environment

Teaching Students with Hearing Impairments:

- Discuss with the student the requirements of the course and determine if there are ways that the materials can be modified so that the student can participate.
- Communicate important messages by writing them down instead of only saying them.
- Determine a seating arrangement with the student prior to class time. This allows the student to sit where he/she feels it would be most beneficial.
- Always speak directly to the student and not to his/her interpreter.
- Try to speak slowly and clearly.
- Try not to turn your face away while you are speaking as the student may depend on lip-reading to supplement what they miss orally.
- Make sure you have the student's attention before speaking.

There are three locations of Teletypewriter telephones (TTY) on campus:

- Dean of Students Office, 125 Dempsey Hall, 424-1319
- Communicative Disorders, S123 Arts and Communications, 424-4415
- Reeve Memorial Union, Information Office, 424-1270

Wisconsin Relay Connector is a system set up to connect those with a TTY telephone to those without. Dial 1-800-395-9877 (Voice) and have the area code and number ready for the person you wish to call. Direct your conversation to the person you are calling and a calling assistant will type in your call to the person using the TTY telephone. Remember to communicate as if the calling assistant was not there.

Learning Impairments

Learning Disabilities are neurological based conditions that interfere with the acquisition, storage, organization, and use of skills and knowledge. Learning disabilities include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, **dyslexia**, and developed **aphasia**. The term does not involve people who have learning problems that are primarily the result of visual,

hearing, or motor handicaps, **mental retardation**, emotional disturbance, or environmental, cultural, or economic disadvantage. Learning disabilities are considered "hidden disabilities" because they are not readily apparent to a casual observer. Learning disabilities can show up on many different forms and are difficult to diagnose. Each individual with a learning disability has a different challenge associated with it.

Some Web sites related to Learning Impairments include:

- <http://novel.nifl.gov/nalld/resource.htm> (National Resources for Adults with Learning Disabilities)
- <http://www.ncld.org/> (National Center for Learning Disabilities)
- <http://www.ldonline.org/> (LD Online)
- <http://www.rfbd.org/> (Recording for the Blind and Dyslexic)

Possible Accommodations:

- Proctor/scribe
- Testing in a quiet, distraction free environment
- Extended time on exams/quizzes
- Tape recording
- Notetaker
- Books on tape

Teaching Students with Learning Impairments:

- Start each lecture with an outline of the material to be covered that class.
- Provide study questions for exams that demonstrate the format.
- Explain what constitutes a good answer and why.
- Allow student to break exams into shorter segments.
- Make the course syllabus available before the start of class.
- Make the course requirements and due dates for assignments very explicit.
- Students with learning disabilities often learn best from hands-on projects, videos/films, overhead transparencies, and role modeling.

Mobility and Dexterity Impairments

There are a number of conditions that limit mobility and dexterity. Common conditions include partial or total paralysis, amputation, spinal cord injuries, arthritis, muscular dystrophy, cerebral palsy, multiple sclerosis, or injuries to appendages/extremities. While the degree of the impairment varies from individual to individual, students with mobility and dexterity disabilities may have difficulty getting to and from class, performing in class, and managing assignments and tests. Physical access is often a concern as many students

may use wheelchairs, walkers, braces, crutches, canes, or prostheses that are often obstructed by physical barriers. Accommodations vary from one individual to the next.

A Web site related to Mobility and Dexterity Impairments follows:

- <http://www.xu.edu/studev/learning/physdis.html> (Physical Disabilities)

Possible Accommodations:

- Proctor/scribe
- Reasonable modification of the classroom setting (i.e. tables, podiums)
- Notetaker
- Extended time on exams/quizzes
- Tape recording

Teaching students with Mobility and Dexterity Impairments:

- Lateness may be unavoidable: inclement weather, crowded walkways and hallways, waiting for elevators, and wheelchair breakdown are a few examples of challenges.
- If you have field trips, plan accommodations to ensure accessibility for the student.
- Discuss with the students if there are methods that can help in the classroom.

Psychology Impairments

A student with psychological impairments may have emotional, psychological, or mental illness. One of the most common psychological impairment among students is depression. A depressed individual may appear apathetic, disinterested, unresponsive, irritable, fatigued, or have impaired concentration. Severe anxiety may reduce concentration, distort perception, and weaken the learning process. Substance abuse is a condition of psychological and/or physiological dependence on chemicals such as illegal drugs, prescription drugs, or alcohol. Individuals recovering from drug or alcohol abuse are covered by federal anti-discrimination legislation and may be eligible for university services for students with disabilities. While many students with a psychological disorder may not need accommodations, some require modification to manage their academic career.

Some Web sites related to Psychological Impairments include:

- http://webmd.lycos.com/content/dmk/dmk_summary_account_1589 (Depression)

- http://webmd.lycos.com/content/dmk/dmk_article_40004 (Anxiety Disorders)
- http://webmd.lycos.com/content/asset/adam_disease_drug_addiction (Drug Addiction)

Possible Accommodations:

- Extended time on exams/quizzes
- Notetaker
- Tape recording
- Testing in a quiet, distraction free environment

Teaching students with a Psychological Impairment:

- Discuss with the student ways that you can help in the classroom.
- Encourage the student to disclose any functional limitations.
- Provide honest feedback when behavior is inappropriate and talk about alternative behaviors.
- Allow breaks during instruction.

Speech Impairments

Speech impaired means a communication disorder. Speech impairments range from problems with articulation to aphonia (non-vocal). According to the American Speech-Language-Hearing Association, a speech disorder is "an impairment of voice, articulation of speech sounds and/or fluency. These impairments are observed in the transmission and use of the oral symbol system." Common difficulties include voice disorders, aphasia, stuttering, and dysphonia. Most students with speech impairments in college have received some type of speech therapy. The speech impairment can be aggravated by anxiety, and students with speech impairments are reluctant to participate in activities requiring speaking.

Some Web sites related to Speech Impairments include:

- <http://www.stlcc.cc.mo.us/fv/access/speech.htm> (Speech Disabilities)
- http://www.mde.state.mi.us/off/sped/related_sites/*sli.html (Speech and Language Impairment)

Possible Accommodations:

- Extended time on exams/quizzes
- Proctor/scribe

Teaching students with Speech Impairments:

- Discuss with the student ways to help in the classroom and ask of their specific needs.
- Be patient while they are speaking with you.
- Realize that the student speaks slower and may need more time to express themselves without interruption or unsolicited aid in filling in gaps in their speech.
- Ask the student to repeat words or phrases when you can understand them.
- After the student is finished speaking, summarizing the message is often a helpful way of checking that you correctly understood the message.

Visual Impairments

Visual impairment is loss of vision. In the educational context partially sighted, low vision, legally blind, and totally blind describe visually impaired students. A legally blind person may have some sight and be able to move about their environment with a few problems or they may have problems with reading printed material. A person is considered visually impaired when corrected vision is not better than 20/70.

Some Web sites related to visual impairment include:

- <http://www.kidsource.com> (Kid Source Online)
- <http://www.rfbd.org/> (Recording for the Blind and Dyslexic)

Possible Accommodations:

- Enlargement of notes, syllabi, and other academic documents.
- RFB (Books on Tape) enrollment and support; temporary loan of 4-track player/recorder
- Extended time on exams/quizzes
- Proctor/scribe
- Tape recording
- Readers
- Notetaker

Teaching students with Visual Impairments:

- Orally say everything you are writing down.
- When showing things in an overhead, explain orally.
- Provide handouts in advance to allow the student to enlarge the material.
- Face the class when speaking, not the overhead or chalkboard.

- Consider an alternative assignment if a specific task is extremely difficult for the student.

Miscellaneous Impairments

Many disabilities are not readily apparent. Some common hidden disabilities include seizure disorders, allergies, cardiac conditions, diabetes, kidney conditions, chronic back pain, HIV/AIDS, cancer, and several musculo-skeletal and connective tissue disorders.

Possible Accommodations:

- Accommodations made on an individual basis

Teaching students with Miscellaneous Impairments:

- Emphasize important points and key concepts, unusual terminology, or foreign words.
- Provide time for individual discussion of assignments and questions about lectures or readings.
- Encourage students to come see you if they have health problems or conditions as they may need special accommodations in the classroom.

Appendix of Resources

Accessibility Checklist

Physical Environment

- Is your department wheelchair accessible (elevators, wide hallways, lowered fountains and phones, ramps, and accessible restrooms)?
- Are equipment and informational materials located on lower shelves?
- Are entrances to your department accessible?
- Are all programs scheduled in accessible areas?

Programmatic/Policy Environment

- Are alternative admissions tests or test administration available?
- Is student information kept confidential?
- Are disability accommodations provided at events?
- Is information regarding availability of accommodations provided in all advertising?
- Are you adapting policies to allow for student's disability needs?

Informational Environment

- Are your materials available in alternative formats or media?
- Is assistance provided to students?
- Are you providing adaptive technology?
- Are you providing information about disability services in promotional materials?

Attitudinal Environment

- Are you encouraging positive attitudes with your staff and non-disabled students towards individuals with disabilities?
- Are you including pictures of people with visible disabilities in a positive manner in your materials?
- Are you using appropriate language when referring to people with disabilities?
- Are you seeking feedback on services from disabled clients?

If you are interested in learning more about how to make your services more accessible, Disability Services would be happy to be of assistance.

Internet Resource List

Legal Resources

- <http://www.uwsa.edu/rpd/rpd96-6.htm> (University of Wisconsin System 96-6 Nondiscrimination on Basis of Disability)
- <http://www.eeoc.gov/> (U.S. Equal Opportunity Commission)

Post-Secondary Resources

- <http://www.ahead.org/> (AHEAD - Association on Higher Education and Disability)
- <http://www.acenet.edu/> (American Council on Education)
- <http://www.janejarrow.com/> (DAIS - Disability Access Information and Support)
- <http://www.pepnet.org/> (Post-secondary Education Programs Network)

Adaptive Technology

- <http://www.cast.org/bobby/> (Bobby - analyzes web pages for their accessibility of people with disabilities)
- <http://www.microsoft.com/enable/> (Microsoft Accessibility Technology for Everyone)

- <http://www.wou.edu/education/sped/nwoc/demyst/index.htm> (Demystifying Assistive Listening Devices)
- <http://www.rit.edu/~easi> (EASI - Equal Access to Software and Information)

Other

- <http://disserv.stu.umn.edu/disability/index.html> (Disability Specific Websites)
- <http://www.familyvillage.wisc.edu/index.html> (Family Village - A Global Community of Disability Related Resources)
- <http://www.trace.wisc.edu> (Trace Center - College of Engineering, UW Madison)

Publication Statement

It is essential that widely distributed and general office publications sent to students, faculty, staff, and community members be accessible. Therefore, it is helpful to let individuals with disabilities (and their fellow students, colleagues, friends and family members) know that you can provide this information in alternative format (i.e. enlarged print, audio-taped, or electronic text that can be modified by a person on their computer). Disability Services recommends that you place the following statement (or a similar one) on the bottom of all publications:

This publication is available in alternative formats upon request. Please contact xxx (place your service or department name here) for assistance.

The department issuing the publication is responsible for coordinating and paying for this information to be replicated in alternative format. Please feel free to consult with Disability Services for alternative format resources or questions.

Syllabi Statement

To enhance the awareness of services provided by Disability Services, we suggest a disability accommodation statement to be voluntarily placed by professors in their syllabi. A sample of the statement follows:

The University of Wisconsin Oshkosh is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University accommodation request form and documentation requirements. Information related to an individual accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a need to know basis.

Universal Instruction Design

Universal Instruction Design is an educational model that stresses the need for curricula that is flexible and customizable. Research has shown that many of the strategies used to successfully teach students with disabilities work well for all students, regardless of their disability status. For example, a curb cut makes it easier for a person using a wheelchair to get from the street to the sidewalk. That same curb cut also is used by people pushing strollers, roller-bladers, older people, or people pulling luggage. It is a design feature that is universal in its approach to access. Similarly faculty can design their courses with numerous "academic curb cuts".

There are eight principles that guide Universal Instruction Design. They are the following :

- Determine essential components of the course.
- Provide clear expectations and feedback.
- Explore ways to incorporate natural supports for learning.
- Provide multi-modal instructional methods.
- Provide a variety of ways for demonstrating knowledge.
- Use technology to enhance learning opportunities.
- Encourage faculty-student contact.
- Create an environment of respect and trust.

For more information on Universal Instruction Design please contact Curriculum Transformation and Disability (CTAD), University of Minnesota, Disability Services, www.gen.umn.edu/reasch/ctad/default.htm. 612-626-7292 (Voice), 612-626-1014 (TTY). Curriculum Transformation and Disability- Funded by U.S. Department of Education- Project #P333A990015.

In addition, visit the following websites to learn more about universal design:

- IDEA Center <http://www.arch.buffalo.edu/~idea/>
- National Center on Accessibility <http://www.indiana.edu/~nca/>
- The Netherlands Design Center <http://www.design-inst.nl/>
- The Trace Center <http://www.trace.wisc.edu/world/>
- The Universal Design Center <http://www.design.ncsu.edu/cud>
- The Universal Design Institute
<http://www.arch.umanitoba.ca/UofM/CIBFD/>

Web Accessibility

University of Wisconsin Oshkosh has adopted the use of the Web Accessibility Initiative (WAI) guidelines on campus. These guidelines make the web more

accessible to all its users, including those with disabilities. All websites that branch off of the University of Wisconsin Oshkosh (www.uwosh.edu <http://www.uwosh.edu>) website must follow these guidelines. A list of guidelines can be found at www.w3.org/WAI (<http://www.w3.org/WAI>).

The above guidelines address auditory and visual content, colors chosen for words, links and backgrounds, and navigation mechanisms just to name a few. University of Wisconsin System has request that all University webpages meet Priority 1 standards as a minimum and, if possible, Priority 2 standards. It is the responsibility of the department or program sponsoring, modifying, or creating University-based websites to ensure accessibility compliance. Instructional Technology (IT) will be offering a number of training sessions over the course of the next several years to equip website support personnel with information on how to implement WAI guidelines.

You can have your web site tested to see if it fits accessibility standards at www.cast.org/bobby

Glossary

Accommodations - something that meets a need.

American Sign Language - an American system of communication for the hearing-impaired that employs manual signs.

Anxiety - a state of intense apprehension, uncertainty and fear resulting from the anticipation of a threatening event or situation, often to a degree that the normal physical and psychological functioning of the affected individual is disrupted.

Aphasia - partial or total loss of the ability to articulate ideas or comprehend spoken/written language resulting from damage to the brain caused by injury or disease.

Aphonia - the loss of voice.

Articulation - the act for vocal expression; utterance or enunciation; the breaking up of the outgoing air stream into meaning linguistic units.

Cerebral Palsy - a number of non-progressive motor disorders of the central nervous system.

Depression - a psychotic or neurotic condition characterized by an inability to concentrate, insomnia and feelings of extreme sadness, dejection, and hopelessness.

Disability – a physical or mental impairment that substantially limits one or more of life's major activities such as walking, hearing, seeing, speaking, breathing, learning, or working.

Dyslexia - impairment of the ability to read.

Dysphonia - hoarseness or difficulty in speaking as a result of dysfunction of the vocal chords.

Hard of Hearing - having a partial loss of hearing.

Legally Blind - indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision.

Low Vision - refers to a severe visual impairment; applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of corrective lenses.

Mental Retardation - subnormal intellectual development, either congenital or induced by brain injury or disease, and characterized broadly by deficiencies ranging in severity.

Multiple Sclerosis - a chronic progressive nervous disorder involving loss of myelin sheath around certain nerve fibers.

Muscular Dystrophy - any group of progressive muscle disorders caused by a defect in one or more gene that controls muscle function and characterized by gradual irreversible wasting of skeletal muscle.

Paralysis - loss or impairment of the ability to move a body part, usually as a result of damage to its nerve supply.

Partially Sighted - indicates some type of visual problem has resulted in a need for special education.

Prostheses - replacement of a missing body part with such a device.

Residual Hearing - the quantity of hearing left over after the hearing impairment.

Speech Reading - the act of reading a person's lips while speaking.

Stutter - to speak with a spasmodic repetition or prolongation of sounds.

Total Deafness - having no residual hearing; cannot gain from the help of aids.

Totally Blind - students who learn via Braille or other non-visual media.

Visually Impaired – when corrected vision is not better than 20/70.

Voice Disorders - a disorder of pitch, quality, and loudness of the voice.