AHEAD - SPECIAL INTEREST GROUP

GRADUATE AND PROFESSIONAL SCHOOLS

Co-chairs:
Joanna Boval, Director
Office for Students with Disabilities, UC San Diego
Timothy Montgomery, Co-Director
Services for Students with Disabilities, UC San Francisco
AGENDA

• Graduate School Challenges
• Lab and Clinical Experiences
• Degree/graduation requirements
• Scenarios
• Discussion – Q and A
Graduate school challenges

• Teaching/Grad/Research assistant
• Different perspectives and roles between students and employees
• Determining “essential duties and responsibilities”
• Extended time to completion/not making effective progress
LABS AND CLINICAL EXPERIENCES

Time sensitive experiments vs. need for extended time
Working from home vs. in lab – who decides what is reasonable?
Required to communicate/collaborate with lab group
Degree and graduation requirements

• Definition of “fair”: “everyone gets what they need to have access” vs. “everyone gets the same thing”
• When/if accommodations become “unfair”
• Which office handles pregnancy accommodations?
Scenario guide

- For each scenario, review and determine the best response and course of action in determining accommodations, trouble shooting challenges, and balancing the needs of the student vs. the program/degree requirements.
- What are the main issues?
- What additional information would you need/request?
- What are the functional limitations?
- What are potential reasonable accommodations?
SCENARIO 1

• The student has a condition which is exacerbated by high stress, being required to wake up early in the morning and travel and is requesting to work from home at least two days per week. The student recently moved farther away to live with friends and have cheaper rent. The student insists that the work that is being required can be done at home. The program has stated that this is not possible as there are requirements in lab for which the student must be present in order to complete; such as time sensitive experiments, access to specific machines (which are rigidly scheduled so other students can have an equal opportunity to use them) as well as collaborative interactions with the research group.
SCENARIO 2

Student is in a grad program and was given an accommodation of extending the program and only attending half time. This added a year to the program and the student was only able to pass courses/exams after several attempts with deadlines and assignments extended. The student was required to take the qualifying exams (twice) with extended time and did not pass. The program is making the determination that the student is not able to move forward in the program as effective progress has not been demonstrated.
Scenario 3

• Student is requesting minimal academic load, flexibility with attendance and tardiness, exams scheduled after 12 noon and 2 – 3 days apart (not on consecutive days), permitted take-home exams, time extensions for deadlines on papers, assignments, projects, and tests, access to medication, food, drink and sunglasses.

• (As a student, he has exhibited difficulty in turning in papers and completing exams, even with lengthy deadline extensions. The program has continually granted longer and longer extensions and concern is growing whether the student will ever be able to realistically complete. His acceptance package included a financial offer to work as a TA which offers tuition and fee remission and a fellowship. A student must have a 3.0 GPA to be eligible to work as a TA and after submitting a portion of the academic work, he became eligible.)
Scenario 3

• As a Teaching Assistant, the employee has impaired in planning, organizing, task initiation and completion, difficulty staying focused particularly while reading, needs to reduce total responsibilities and workload by 2/3rds, is only able to grade 25% of papers and is requesting support of a grader to do the other 75%, reduce other time obligations for email, discussion sessions, will need a note taker, needs a private space for work away from distractions, permitted absences beyond to two allocated by CBA

• (The essential functions of a Teaching Assistant require attending lectures; creating teaching materials to teach assigned sections; reading assigned materials; teaching 3 sections of 20 students each (60 total) ; grading oral and written work; attending weekly TA meetings; holding two office hours per week; responding to student emails.)
Scenario 4

• The student has significant low vision and is in Law School. Assistive Technology has been provided for the student in order to provide access to the curriculum. The student is in good academic standing. The law school is known for being ultra competitive and many of the programs and opportunities are in the form of “competition”; (i.e. law journals, moot court, etc.). The student needs to have all materials in electronic format but the policy and competition rules rigidly state that all students will have the same hard copy materials so it is “equal and fair”.
Scenario 5

- Student is finishing a masters in nursing and is one quarter away from graduating. She learned she is pregnant and will be able to finish most of her requirements before her due date; during the summer quarter. However, she may deliver before she is done and be required to come back to finish her requirements in the fall quarter. She will finish all but 4 weeks of a clinical placement. Since she notified the school in advance and they have informed her she must stop at a certain date, come back in the fall, cannot graduate until the following year and will be required to pay another quarter of full tuition.