

The [Accommodation Request Form](#) is a tool created in partnership by the [Learning Abroad Center](#) (LAC) and the [Disability Resource Center](#) (DRC) at the [University of Minnesota](#) (UofM). This form assists in determining reasonable accommodations for students studying abroad. It facilitates interactive conversations and streamlines communications between the student, disability access consultants, learning abroad advisors, and on-site staff. This form is intended to optimize the interactive process by individualizing accommodation requests instead of following a menu-style accommodation process. The goal is to provide all necessary information to the concerned parties while maintaining student confidentiality and privacy.

The process and procedures provided below, along with the examples for disability and learning abroad professionals, should serve as guiding language for various accommodations. We encourage you to consider each student's unique situation, consult with your disability and learning abroad professionals, and adapt as needed.

The Accommodation Request Form has been created by and for the UofM and is adapted to the study abroad programs offered through the LAC. We understand that other institutions may benefit from using this form as a model and may need to adapt it to fit their accommodation processes. [If you have any questions about Access Abroad, contact the offices listed here.](#)

This guide is an internal document for disability and learning abroad (US and overseas based) professionals to accompany the [Accommodation Request Form](#). **It is not meant to be shared with the student.**

Instructions for Completing the Accommodation Request Form

DRC Access Consultants

1. Open the Accommodation Request Form using Adobe Acrobat Reader and create a copy for the student.
2. Save the document as the student's name (last, first) followed by the program name. (e.g., Smith, Jane - Study & Intern in Dublin)
3. Complete pages 1 and 2 of the form, noting the following:
 - a. Enter in student, program, and access consultant information on the first page.
 - b. For each accommodation section, describe the accommodation the student is requesting, barriers they experience, and other specific information pertaining to how the accommodation should be implemented.
 - c. **Since study abroad sites vary greatly, so may the types of accommodations possible; providing specific details and possible alternatives will help the overseas sites arrive at creative solutions to accommodate the student.**
 - d. If an accommodation section does not apply to the student (no accommodations are requested in that category), you may write in "Not Applicable" or leave it blank.
4. Email the completed form to the student to sign and date.
5. The student will then email it back to the Disability Professional to sign and date.
6. Email the signed Accommodation Request Form to [Peggy Retka](#), LAC Program Director, with the student copied.

LAC Staff

1. Peggy Retka will save the document in the shared Google Drive and alert the LAC Program Team via email.
2. The LAC Associate Program Director (APD) or Program Director (PD) will email the form to the appropriate on-site staff.

On-Site Staff

1. Complete pages 3 and 4 of the form, noting the following:
 - a. For each accommodation section, respond to the requested accommodation to confirm that accommodations are possible or make note of adaptations that need to be made to the requested accommodation.
 - b. **Since your site and the types of accommodations possible may vary from the standards at the UofM, include specific details and possible alternatives for accommodations requested. All creative solutions to accommodate the student are welcome.**
 - c. If an accommodation section does not apply to the student (no accommodations are requested in that category), you may write in "Not Applicable" or leave it blank.
2. If the on-site staff have any questions about the requested accommodations, they are encouraged to consult with the LAC Program Team and DRC Access Consultant.
3. Return the completed form to the LAC Program Team.

LAC Staff

1. Save the updated version in the appropriate folder on the shared Google Drive.
2. Forward the form to the Access Consultant and the student and copy Peggy Retka.

Below are examples of the types of accommodations you may encounter. We have included sample language of these example accommodation requests for the DRC Access Consultants to use. Below that are possible responses that may be used by the on-site staff.

This language is intended to guide your writing as you complete the Accommodation Request Form and can be modified based on each student's needs and the accommodations possible in that location.

Classroom

Possible accommodation areas may include (but are not limited to): seating, note-taking, presentation slides in advance, breaks, participation, audio or video recording, interpreting, captioning, labs, emergency medication, food and drink, presentations, group-work, attendance, physical access, and lighting.

DRC Example: Student needs **preferred seating** to mitigate barriers in accessing information. Allow student to sit in the front row (back of class, etc.).

On-site Response: The majority of the classrooms are small and seating is arranged around a center table. For larger classrooms, student should plan to arrive 5 minutes before class to get a seat at the front.

DRC Example: Student is requesting alternative assignments to **group work**, as is reasonable. Contact the access consultant to discuss this further.

On-site Response: This request has been shared with the on-site instructor(s). Student should discuss specific alternative assignment possibilities with _____ upon arrival.

DRC Example: Student may need to take **short breaks during class** to manage disability impacts. Breaks are intended to be about 5-10 minutes in length.

On-site Response: Class is approximately 1.5 hours long with a 10-minute break approximately halfway through. If more time is needed, student should discuss this request with the instructor.

DRC Example: Student uses **attendance flexibility**. The student has an episodic disability which can affect attendance in class. Flexible attendance does not mean that every absence is excused, but rather that the instructor should consider if additional flexibility is possible with attendance. Instructors are encouraged to consider each student's unique situation when taking into account the course requirement, learning outcomes, and essential functions of the course to determine what is reasonable. Student and instructor are expected to have a conversation at the beginning of the semester about when and how much flexibility will be reasonable in each course. Refer to the [DRC Guidelines for Attendance, Assignment Deadlines, & Missed Exam Accommodations](#).

On-site Response: This request has been shared with the on-site instructor(s). Student should discuss specific possibilities with _____ upon arrival.

Coursework

Possible accommodation areas may include (but are not limited to): deadlines, reading, syllabus and reading list, presentations, and feedback sessions.

DRC Example: Student uses **flexibility with assignment deadlines**. The student has an episodic disability that can affect completion of assignments. Flexible deadlines are not meant to be used for every assignment, and typically assignments are expected to be submitted within 1 to 3 days of the deadline. Student is expected to contact the instructor in advance when they need a deadline extension, but there may be circumstances when advance communication is not possible. This accommodation is not meant to alter the essential requirements of the course, so flexibility may not be feasible for certain assignments (such as a presentation). Student and instructor are expected to have a conversation at the beginning of the semester about when and how much flexibility will be reasonable in each course. Refer to the [DRC Guidelines for Attendance, Assignment Deadlines & Missed Exam Accommodations](#).

On-site Response: This request has been shared with the on-site instructor(s). Student should discuss specific possibilities with _____ upon arrival.

Testing

Possible accommodation areas may include (but are not limited to): lower distraction environment, extended time, rescheduling exams, lighting, assistive technology, paper format, using scantron/bubble sheets, breaks, time of day, number of tests in a day, emergency medication, food and drink, reader, and scribe.

DRC Example: Student uses **double the time** on exams due to barriers demonstrating knowledge under time constraints. Allow student to take extended time on the exam according to the possibilities of the local laws (up to twice the normal allotted time period).

On-site Response: This request has been shared with the on-site instructor(s). Legally, we can only extend the time allotted by 1.5 on exams.

DRC Example: Student needs to test in a **semi-private, lower distraction environment** due to barriers related to getting distracted by others, focus, and concentration. A semi-private room typically includes no more than 12 people in the room with ample space in between testing desks. If possible, position students facing away from each other or toward a wall.

On-site Response: This request has been shared with the on-site instructor(s). Accommodations have been made to allow the student to take their exam at _____. Student should discuss specific details with _____ upon arrival.

DRC Example: The student has an episodic disability that can affect their ability to attend class and therefore may need to explore **rescheduling an exam** if they experience a disability related flare-up. This accommodation is not intended to waive or modify all exam dates. Whenever possible, the student should initiate a discussion about rescheduling an exam due to a disability-related absence prior to the exam start time. Some situations will be sufficiently urgent that arrangements cannot be made prior to the date. In such cases, arrangements should be made as soon as possible following the student's return. Refer to the [DRC Guidelines for Attendance, Assignment Deadlines, & Missed Exam Accommodations](#).

On-site Response: This request has been shared with the on-site instructor(s). If/when this accommodation is needed, student should discuss specific accommodations with _____.

Housing & Dining

Possible accommodation areas may include (but are not limited to): single room, physical access, ventilation, refrigeration, allergies, dietary restrictions, private bathroom, and accommodations during home stays.

DRC Example: Student has an episodic personal care need that requires a **single room** with a private bathroom, or one shared with no more than one other person.

On-site Response: The student will be placed in a host family with a single room and a bathroom shared only with the family's other international student.

DRC Example: Student has a medical condition that requires **dietary restrictions** including gluten-free and dairy-free food.

On-site Response: The student will be housed in a shared apartment and will shop and cook for themselves. If they require separate cooking utensils, they should speak with _____.

Program Excursions & Travel

Possible accommodation areas may include (but are not limited to): physical access to buildings and sites, mobility bus lift or ramp, alternate transportation, breaks, opting out of travel, emergency contact, navigation support, advanced notice and planning of terrain, information and planning around restroom access, audio description of touring sites, notetaking support, assistance finding group members, accommodations during home stays, and walking distance estimates.

DRC Example: Student should be **informed of itineraries in advance** (specify time needed) as well as the **ability to opt out of activities**. The impact is fatigue. Student is generally able to participate in two hours of physical activity each day. Allow the student to have rest or free time if physical activity will be exceeding this.

On-site Response: Each excursion will be discussed with the group prior to departure. If the student is concerned about the effort required, they should discuss this with _____.

Access Services

Possible accommodation areas may include (but are not limited to): interpreting, captioning, personal care assistant, and document conversion. Note that these accommodations can take time to arrange in advance. Consultants are guided to first begin by exploring whether these accommodations can be provided on site, and if not, consultants may need to explore with internal access services units.

Additional Comments & Considerations

Possible considerations for the student as they travel abroad include (but are not limited to): access to medications, refrigeration for medications, emergency care plan, and continuation of care from providers.

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