# **“Three dilemmas in Disability Services work”**

# **Concurrent Session 5.7, Friday, July 22**

Short Description
DS professionals deal with complex situations to identify and resolve/mitigate issues around access and accommodations.  This session will briefly explore three challenges and provide some guidance (gleaned from peer’s best practices) on addressing these challenges.  There will be opportunity to dialogue about each issue.

##  Three Examples

1. Gaining early access to instructional materials for alt format and AT support
* Faculty practices and governance tend to impede access to materials
* Crucial to work with the Faculty Senate and Deans – must understand the importance of timeliness in their delivering accessible materials
* Need high level administrative support and understanding of the impact on student’s progress and compliance with federal expectations
1. Access & accommodations for graduate students
* Test taking is no longer paramount. Papers, projects & teaching/research are the focus.
* Students may need accommodations as a student AND as an employee: GSI, TA, etc.
* Conducting another interactive process could be vital given the different nature of grad work and the different environments.
1. Course Policy Accommodations - fundamental alteration & undue burden questions must be considered
* This type of accommodation requires a two-step Interactive process, first to determine if a student is eligible and second if an approved accommodation can be limited or voided for a particular course.
* The second interactive process requires faculty/Academic Affairs input – on a course by course basis
* Vital to build a process that specifies clear roles for the student, the DRC and the faculty (analysis of course requirements, essential elements, technical standards).

The presenter will briefly explain these three processes and ask for feedback on how your campus is handling these requests.

The presenter will then discuss effective practices and strategies utilized by other campuses that can serve as guidance for implementing or revising current practices on your own campus.

Participants will be encouraged to make plans and notes for how to improve their provision of accommodations and supports.

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