# “Three dilemmas in Disability Services work”

# Concurrent Session 5.7, Friday, July 22

## Resources, web links and samples to review

### Access to Instructional Materials – Dilemma One

#### Sample Web Site Instructions (CSUN – California State University, Northridge)

The student is approved for the text conversion service through the Documentation Review Committee. The coordinator will explain the text conversion service to the student during completion of the access training process. Details of text conversion services are available in the Text Conversion Policy and Procedure Manual.

Requests for each type of text conversion must be completed within two weeks after the start of advanced registration each semester. The textbook for each request must accompany the request form. In the case of E-Text and Braille, the binding of the book will be removed and the book will be rebound and given back to the student when the E-Text or Braille has been completed. If a request and the textbook are submitted later than the designated date each semester, the request will be completed as soon as is possible throughout the semester.

#### Sample Web Site Instructions (Augsburg University, MInnesota)

* Request alt-format textbooks once you register for the next semester’s classes. Your Specialist or the Accommodations Team can help you fill out this request in our database.
* Requests are processed in the order that they are received, but timing can also depend on when textbooks are available from the bookstore and how long it takes us to get authorization from publishers.
* If you make any changes to your class schedule, please notify us immediately so we can process the correct books for you.
* Legally, you must own/rent a copy of the book in order to get access to the alternative-format version. If you buy your textbooks, keep your receipt for us as proof of purchase.

Each of these samples covers the “Front End” of E-Text Accommodations, but it is often the “Back End” that causes delays in delivering materials! It is vital to work with Academic Affairs to gain access to materials.

### Access and Accommodations for Graduate Students – Dilemma Two

#### Sample web site instructions (University of Southern California)

OSAS is committed to supporting students with disabilities in all aspects of their program including External Work Placements (EWPs).  An EWP is a required academic internship/externship experience attached to a specific course within a program.  Programs at USC may refer to the EWP in different language including, but not limited to: clerkships (law), fieldwork (MSW), practicum (Rossier), clinicals (Occupational Therapy) or rotations (Keck).

OSAS guides all students wishing to use approved EWP Accommodations to generate Accommodation Letters for their EWP following the same process as class-related Accommodation Letters.  Once they request letters through MyOSAS, the student’s OSAS Specialist will verify the external work component of the course and provide a final approval within the system. This allows the student to finalize and download their letters.

The student should then provide the EWP accommodation letter to the designated person within your department of study right away. **Note: please make every effort to have that designated contact person identified to students with their name and contact information readily accessible in a variety of resources, including any student handbooks, syllabi, and on your website.**We also recommend that students schedule a time to discuss their accommodations with the USC/departmental contact to ensure there is shared understanding of the implementation plan.  OSAS is available to help navigate any accommodation-related questions.

We work with the students and departments to help ensure that accommodation implementation goes as smoothly as possible at the EWP site.  However, if you have any questions or concerns regarding accommodations, please contact OSAS right away. The sooner we know, the sooner we can help resolve those concerns. Additionally, if at any point a student would like to request any additional accommodations, please have them contact their OSAS Specialist directly.

**Important note:**OSAS communicates that all students must meet the technical standards and essential requirements of the department and of the external work placement with or without reasonable accommodation. Accommodations should not alter the fundamental academic or professional standards of the course or program.

<https://osas.usc.edu/faculty/accommodation-information/external-work-placement-accommodations/>

This information covers work/learn placements but there are other unique grad/professional learning environments that may have new access barriers, where consultation with key faculty and field supervisors is necessary.

See Oregon State Universities process for Practicums, Internships and Field Placements

<https://ds.oregonstate.edu/book/das-student-handbook/chapter-28-practicums-internships-and-field-placements>

### Course Policy Accommodations – Dilemma Three

#### WHAT DOES FLEXIBILITY IN ATTENDANCE/ASSIGNMENTS MEAN?

It is a DAS-approved agreement between the student and instructor to clarify expectations should an unexpected flare-up of the student’s chronic condition occur during the term. If the student is requesting this accommodation for a practicum, internship, field placement, etc. please refer to chapter 28.

#### ATTENDANCE AND ASSIGNMENTS DEADLINES:

Students are expected to attend classes on a regular basis. The number of allowable absences depends on the interactive or participatory nature of a course, or is based on department, college or accrediting agency rules. **Therefore, attendance policies are set by instructors at the college or departmental level.**

Students are expected to meet all deadlines for assignments and exams. Instructors have the right to establish late work policies based on course design and learning outcomes.

Please note:

* The Flexibility in Attendance/Assignments accommodation is not intended to be used **every week, for every assignment ,or every exam**. This accommodation does not mean that the student is able to miss as many classes as they want. The student is still responsible for completing all coursework.
* Discussion boards act as “in-class” participation time, particularly for Ecampus/hybrid classes. As a result, the dialectic engagement between peers is important for the course topics to be discussed and for the class to move forward to new topics. As a result, the discussion board component of the course may not be able to be extended, or an alternative may not be available.

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#### WHEN ARE FLEXIBILITY IN ATTENDANCE/ASSIGNMENT DEADLINES APPROPRIATE?

Some disabilities are random or cyclical in nature, and as a result, the disability may **occasionally** impact the student’s ability to attend class, complete an assignment, or take an exam at the scheduled time. In cases such as these, flexibility in attendance/assignments may be considered an appropriate accommodation. The process for requesting this accommodation is through Disability Access Services (DAS). All requests are considered individually. 

To view the full description from Oregon State, use this link:

<https://ds.oregonstate.edu/book/das-student-handbook/chapter-21-flexibility-attendanceassignments>

University of Central Florida also has a detailed policy/procedure at:

<https://sas.sdes.ucf.edu/students/policy/>

There is a handout sample available from UCF.