A Guidebook for Faculty and Staff
Accommodating Students with Disabilities

Academic Services
Calvin College
Services to Students with Disabilities (SSWD)

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I. Policy Statement & Goals

Historically, Services to Students with Disabilities (SSWD) was developed at Calvin College because of the commitment of the college to be more welcoming and supportive to students with disabilities. The Mission Statement of the College provides a rationale for these services when it states that

...the college also seeks to serve students from a variety of socioeconomic backgrounds, from a range of intellectual abilities, and those with disabilities that do not prevent them from tasks of learning. Not only does this honor our commitment to being a diverse community, it also recognizes the diverse educational needs that the body of Christ must meet and the diverse ways in which leadership in society occurs. (Expanded Statement of Mission, 2004, p. 29)

Calvin College has an official policy, which makes explicit its intent to provide equal opportunity and access to persons with disabilities:

Calvin College, in accordance with Title VI of the Civil Rights Act of 1964, operates in a non-discriminatory manner with regard to race, color, age, or national origin.... Calvin College also provides equal opportunity for qualified handicapped persons in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Instructional and other physical facilities are readily accessible to handicapped students and special rooms in the residence halls are designed for barrier-free living. (College Catalog, 2009-2010, p. 9)

Section 504 of the Rehabilitation Act of 1973 states:

No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The office of Student Academic Services (SAS), which houses disability services, plays a supportive role in equipping Calvin students.

The office of Student Academic Services articulates Calvin’s calling to develop knowledge and wisdom. We serve as institutional stewards, coordinate records and resources, teach scholarly discernment and collaborate with faculty, staff and all students to create opportunities and enhance a culture of academic excellence. (office of Student Academic Services mission statement, 2008)

Through the office of Student Academic Services, disability services endeavors to provide services to students with disabilities that equalize each student’s chances for success and support their full participation in all Calvin programs with dignity and independence.

This handbook provides faculty and staff with guidelines and resource information. The remaining portion of this handbook is not a statement of policy; however, it is a statement of our protocols. Documentation of a disability and determination of services will be provided on a case-by-case basis by the Disability Coordinators.
II. Responsibilities

Student Responsibilities
In order to benefit from services, a student must
• Take initiative to notify SAS of his/her disability in a timely manner, in order to receive services and accommodations.
• Provide current disability documentation and keep records current.
• Allow time for the institution to evaluate the request for accommodations.
• Present each professor with a Confidential Memo from SAS, alerting them to specific accommodations required (see Appendices for Confidential Memo).
• Meet with each professor during his/her office hours during the first two weeks of class to discuss any accommodations and make appropriate arrangements.
• Inform a SSWD Coordinator of any academic adjustments or concerns.

Responsibilities of the office of Student Academic Services
It is the responsibility of the office of Student Academic Services to
• Determine and provide the appropriate accommodations, using diagnostic information, student input, instructor input, agency input, and knowledge of previous methods for accommodation and knowledge of available resources.
• Provide advocacy and support to faculty, staff and students.

Confidentiality
All documentation and information kept in the files are confidential and are treated as such by office personnel. Since these records are confidential, no information regarding a student with a disability will be shared without a signed consent form from the student. The exception to this (under the Family Education Rights and Privacy Act, FERPA) is that the records of students who are dependent may be released to parents upon parental request. Faculty members or school officials with a legitimate educational interest are informed of certain aspects of the student’s disability on a need-to-know basis.

Faculty Responsibilities
The faculty plays a vital role in assuring the success of a student in the classroom. It is important to realize that a student with a disability is as capable as a student without a disability. Accommodations are intended to ensure that a student receives the education that s/he is seeking from Calvin College. Accommodations for students with a disability are not advantages; rather, they are a means of assuring that every student has equal access to the academic experience.

Faculty members are strongly encouraged to:
• Select course materials early to ensure that students and Disability Coordinators have enough time to have textbooks and other materials reformatted. All students need to have access to the materials at the same time. If possible, select a textbook with an accompanying study guide for optional student use.
Include a syllabus statement regarding disabilities so that students with disabilities feel comfortable talking to you about any needed accommodations. An example would be, “Calvin will make reasonable accommodations for a student with a documented disability. You should notify a Disability Coordinator, located in 360 Spoelhof Center at Academic Services, in order to arrange your accommodations. Then, come and talk to me within the first two weeks of class so we can put your accommodations in place within the classroom.”

Include the attendance policy in the syllabus so the expectations and consequences are clear.

Hold classes, review sessions, field trips or events in a location that does not limit physical and programmatic access.

Implement accommodations that may include recruiting notetakers, copies of lectures when necessary, enlarged printed materials, closed-caption films/videos, copies of PowerPoint presentations, extended time and/or a distraction-free environment for testing.

Provide methods to evaluate the achievement of students in a class rather than measure a student’s impaired skills, unless that skill is the skill that is being tested.

Faculty should consider the following suggestions as good practice for inclusive teaching environments:

• Make syllabi, short assignment sheets, and readings available on Knight Vision. If faculty need training in this area, they should contact Calvin Information Technology (CIT) at 526-8555.

• Provide hard copies of PowerPoint presentations at the time of the presentation.

• Write key phrases and lecture outlines on the board or overhead projector.

• Give assignments both orally and in written form to avoid confusion.

• Facilitate the use of tape recorders by allowing students to tape lectures.

• Provide adequate opportunities for questions and answers, including review sessions.

• Provide study questions for exams that demonstrate the format of the test, as well as study questions on content. Explain what constitutes a good answer and why.

• Make known to all students that there are additional support services available for all students in SAS.
III. Accommodations and Procedures for Faculty

The following section is to assist faculty with implementing accommodations for students with disabilities.

**Testing Accommodations and Procedures**

1. It is the responsibility of the student to submit the Confidential Memo from our office to each professor and discuss each accommodation listed. This should happen within the first two weeks of class.

2. Tests for students with accommodations should normally begin at the same time as the regular class time unless otherwise specified and explained (e.g., back-to-back classes or limited testing space available in SAS).

3. Extended time for testing should be time and a half to double-time instead of regular testing time (students will be given double time unless otherwise specified.)

3. If an appropriate space with a distraction-free environment cannot be found by the professor, then the student may take the test in the site proctored by the office of SAS. If an SAS proctor is required, the student must make arrangements to take tests in SAS at the beginning of the semester.

4. Students must sign up for space in the office of Student Academic Services (526-6113) at least 3 business days in advance of the testing time to schedule a test time. The office will e-mail the professor two days prior to the scheduled test to make arrangements for the test itself.

5. The test may be delivered to the office of SAS via inter-campus mail, via email, or in person.

6. The test should include specific directions, the name of student/s taking the test, the faculty member’s name, and the date and time of the test.

7. The professor must specify how the tests should be returned. Tests can be either inter-campus-mailed or picked up from the office of SAS. We will assume inter-campus (ICM) delivery if not otherwise specified.

All tests are proctored by professional staff and stored in a secure location. Students are expected to follow the guidelines of Student Conduct for testing as described in the *Student Handbook*. Students are not permitted to have backpacks, cell phones, PDAs and hats in the testing site for the duration of the test.

Professors should address any questions or concerns to a Disability Coordinator or the front office (526-6113).
**Notetaking Assistance**

If a student is entitled to a notetaker, that will be indicated on their Confidential Memo. Ideally, the faculty member will have a discussion with the student to see if the student wishes to remain anonymous and to arrange for the method of exchange of the notes. There are many ways this can play out. The office of SAS has carbon-copy paper available if desired. Otherwise, the notetaker could use a laptop to take notes and electronically send them to the faculty member or to the student. Or the notetaker could bring the notes to the department office for copies to be made, and the copies can be left in a public space or mailbox for the student with the disability to pick up on a weekly basis.

**Attributes of a Good Notetaker**

When choosing a notetaker for another student, professors should keep the following things in mind:

**Good listener**
- The most important skill of a good notetaker. Must be able to keep mental focus for the entire length of the class. Must be able to process the information and rank it according to its relevance and its relationship to other material already presented.

**Good short-term memory**
- It is often necessary for a notetaker to be able to hold one idea in memory while writing/typing another.

**Broad knowledge base**
- This enables the notetaker to easily comprehend the material, making it possible to take the most accurate notes. It also facilitates the notetaker’s ability to organize the notes into a clear and cohesive form.

**Legible Handwriting**
- Unless the note taker is using a laptop to type notes, all handwritten notes should be clearly legible.

**Reliability and Confidentiality**
- The notetaker should have nearly perfect attendance and be able to keep the task as notetaker fairly low key and confidential, especially if the identity of the student who is receiving the notes is known.

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**Note:** If a student with a disability has a notetaker and has unexcused absences from class, the student is not entitled to those missing notes from the notetaker. The student can make other arrangements from a peer, just as any other student could do.
Instructions for the Student Notetaker

Thank you for agreeing to become a notetaker for the office of Student Academic Services. Your role is an integral part in the student’s understanding of this course. You have a great responsibility and are expected to treat this task with confidentiality and respect.

Below is a list of suggestions to keep in mind when note taking:

- If you would like to have 2-part carbon paper, you can request it from a Disability Coordinator in the office of Student Academic Services, located in 446 HH (526-6113). When class is over, you can simply tear off the original and give it to the professor or the student (depending on the agreed-upon arrangement).
- Write legibly. This is very important.
- Keep your notes neat and well organized.
- Skip spaces between breaks in topics or main ideas.
- When new terminology is presented, write the entire word out. Do not abbreviate the first time. If you are unsure the spelling of a word, put a “sp” or “?” next to the word.
- Include enough detail to facilitate understanding without confusion or the need for further explanation.
- If you are going to miss a class, please notify the professor ahead of time so he or she can arrange for someone else in your class to take the notes.
Electronic Books

Assistance is provided in securing electronic books through Recordings for the Blind and Dyslexic. If an item is not available, the college will assist in recording the book or providing readers. Due to the amount of planning needed for this accommodation, students must work closely with a Disability Coordinator. In addition, it is essential for faculty to choose their textbooks for their classes in a timely manner so there is enough time to secure the electronic copy of the book prior to the beginning of the semester.

Evacuation Procedures for Students with Mobility Concerns

See Appendix C for full procedures.

Tape Recorded Lectures

Occasionally, the accommodation of recording lectures is permitted. In the event that a student is granted this accommodation, he or she is required to sign a pledge stating the appropriate uses for this recorded material. This pledge is attached to the Confidential Memo, and the professor is expected to review the pledge with the student and sign it as a witness. The pledge is intended to be a deterrent for students’ misusing the intellectual property of professors. If professors have questions or concerns about this pledge or the accommodation, they should contact a Disability Coordinator. See Appendix D for a copy of the pledge.
IV. An Introduction to Disabilities and Possible Accommodations

This section includes an overview of the characteristics and possible accommodations for various disabilities found in students at Calvin College. Remember that not all people with a certain disability will need the same accommodations or will have the same severity of impairment.

Temporary Disabilities
There are many kinds of disabilities that are classified as temporary, such as a broken leg, a hand injury, a knee injury or mononucleosis. We can provide accommodations based on a temporary disability; however, students may be asked to provide documentation verifying the disability.

Allergies
If a student has a documented allergy, Calvin will provide the necessary accommodations related to the documentation. For example, a student with food allergies will be set up to work with the on-staff dietician in food services. Any student requesting accommodations based on an allergy must meet with a Disability Coordinator.

Acquired Brain Injuries (ABI)

ABI is an acquired impairment of medically verifiable brain functioning resulting in a loss or partial loss of one or more of the following abilities: cognitive, communication, psychomotor, psychosocial, or sensory/perceptual.

The consequences of brain injury are potentially large and complex. The brain directs actions to cope with life changes; injury to the brain has devastating effects, and unusual assistance is needed to adjust. There is a great variation of the possible effects of a head injury on an individual, and most college students with ABI will exhibit some degree of impairment in the following areas:

- Memory
- Cognitive/Perceptual communication
- Speed of thinking
- Communication
- Spatial reasoning
- Conceptualization
- Executive functions
- Psychosocial behaviors
- Motor, sensory and physical abilities

Possible Accommodations

- Structure and time management
- Extended time for tests
- Notetaker in class
- Use of a tape recorder to record lectures
- Least-restrictive environment during exams
Attention Deficit/Hyperactivity Disorders (AD/HD)

“AD/HD is a condition affecting children and adults that is characterized by problems with attention, impulsivity, and over activity” (National Resource Center on ADHD, n.d.).

Often the social skills demonstrated by someone with AD/HD can be misconstrued as aloofness or rudeness. Impaired social skills are sometimes a symptom of AD/HD and do not necessarily represent the person’s lack of interest or concern.

Possible Accommodations:

- Secondary advising
- Extended time on tests and assignments
- Notetaker/scribe
- Use of audiotape recorder for retention of information
- Least-restrictive environment for testing

Chronic Health Disabilities

A chronic health disability includes physical disabilities and systemic illnesses. These may include multiple sclerosis, diabetes, cancer, chronic fatigue syndrome, cerebral palsy, epilepsy, spinal cord injuries, seizure disorders, cancer, AIDS, muscular dystrophy, spina bifida and others. Systemic illnesses are often unpredictable; consequently, students may miss classes or may have difficulty meeting deadlines.

Possible Accommodations

- Room and classroom furniture accessibility
- Notetaker
- Flexible attendance requirements (within the essential requirements of the course)
- Assignments/readings made available in electronic format
- Use of email to facilitate communication
- Extended time for assignments, tests, etc.
- Extra exam time

If a student has a seizure, the professor should contact Campus Safety (526-6333), cushion the student’s head and keep the individual on his or her side. If professors have further questions regarding this issue, they should contact Campus Safety or Health Services.

Hard of Hearing/Deaf

Hard of Hearing/Deaf is an invisible impairment that affects communication. It may occur in one or both ears, and hearing loss may range from mild to profound. Individuals with a hearing impairment are grouped into two major categories: those who are hard of hearing and those who are deaf.
Hard of Hearing

Persons who are hard of hearing may rely on visual cues and the use of assistive listening devices, although adaptations vary with each individual. Some hard of hearing persons, particularly those with hearing loss from early childhood, may have speech and language irregularities.

Deaf

This term is used to refer to a group of persons who share a common culture, including means of communication (signs), which also provide the basis for group cohesion and identity. While there may be variation in degree of hearing loss in this group, it is usually so severe that everyday speech and environmental sounds cannot be heard or understood, even with the use of a hearing aid.

Possible Accommodations

- Assistive listening devices
- Housing accommodations
- Lecture notes provided by instructor
- Closed caption films, videos and video clips
- Notetakers
- ASL Interpreters
- C-printing
- Use of visual aids
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab emergencies

Other Considerations

- Be aware of your lecture/PowerPoint pace. Keep it slow enough for the student to follow an interpreter or a C-print screen as well as your visual aids.
- Ensure that you have the person’s attention before speaking.
- Maintain eye contact with the person. Do not turn away in the middle of a sentence.
- Re-phrase a word or sentence if not understood the first time, rather than repeating the same word.
- Speak normally without “over-enunciating” or speaking loudly unless the circumstances require it.
- Avoid communicating when moving, as facial visibility may be reduced and background sounds may be distracting.
- Repeat questions or statements from other students.

Learning Disabilities

According to the National Center for Learning Disabilities (NCLD), a “learning disability (LD) is a neurological disorder that affects the brain’s ability to receive, process, store and respond to information.” LD is not a single disorder. It is a term that refers to a group of disorders. (http://www.ncld.org/ld-basics/ld-explained)

A learning disability is a documented condition that interferes with cognitive assimilation, processing, retaining, and the retrieval of information. It may be manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Some students may not even be aware that they have such a disability, as they have developed techniques to compensate for their problems.
Some common learning disabilities include dyslexia (reading), dysgraphia (writing), and dyscalculia (mathematics).

**Possible Accommodations**
- Extended time on tests
- Least-restrictive testing environment
- Alternative testing arrangements
- Readers/ scribes
- Notetakers (see pp. 9-10 for more information about notetakers)
- Use of assistive technology (e.g., electronic textbooks)
- Copies of lecture notes provided by the instructor

**Low Vision/Blind**

This category is fairly broad in scope. Some students may have partial vision and may rely on residual vision with the use of adaptive equipment, while others may be unable to see.

**Possible Accommodations**
- Screen enlargers/magnifiers
- Assistive living
- Readers for tests
- Sensory aids
- Guide dog
- Extended time for testing
- Electronic books, braille and other reading devices
- Text-to-speech computer software
- Large-text print handouts, lab signs, and equipment labels
- Class assignments made available in electronic format
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)
- Computer with optical character reader, voice output, Braille screen display and printer output

**Other Teaching Considerations**
- All class materials may need to be reformatted and be available well before the beginning of class.
- Verbalize briefly visually presented material, such as slides, overheads or information on blackboard.
- Consider the student’s need for preferential seating.
- Create a noise-free environment, as unnecessary sounds can be distracting. For example, turn off the overhead projector when not in use.
- Talk and act naturally. The use of words such as “see” and “look” are quite appropriate.
- Answer questions orally. A nod or gesture will not be seen.
- Be descriptive when giving directions.
- Keep doors either opened or closed; half-opened doors create a serious hazard.
- If you need to escort the student, let the student grasp your left elbow rather than taking the student’s arm.


**Mobility Impairments**

Mobility impairments are not always obvious and may be secondary to a hidden chronic illness. There are many kinds of mobility impairments. Some are temporary, such as a broken leg or hand or knee injury. Others, such as arthritis, may intensify during certain times of the year and under certain conditions. Others are permanent, such as quadriplegia and cerebral palsy.

**Possible Physical Implications**

Many mobility impairments may involve other significant physical concerns. These concerns may be included in the following areas:

- Respiratory
- Cardiovascular
- Neurological
- Psychological
- Strength/endurance
- Loss of coordination and balance
- Speech and language disturbances

**Possible Accommodations**

- Accessibility
- Adaptive transportation
- Personal care assistant (Cost is student responsibility)
- Adaptive technology
- Notetaker, lab assistant, and group lab assignments
- Extended time for testing/assignments
- Adjustable tables, lab equipment within reach
- Class assignments made available in electronic format

**Other Considerations**

- Be aware that certain circumstances such as weather or an elevator that is not operating properly may cause a student with a mobility impairment to be late for classes.
- Furniture placement may affect accessibility.
- If a student uses a trained service animal, the animal may accompany the student everywhere.
- **Do not lift or carry any student. Contact Campus Safety for assistance.**
- Emergency evacuation plans are coordinated on an individual basis with the student, Campus Safety and a Disability Coordinator. The student is responsible for knowing and sharing this plan with the appropriate parties.
- Integrate the above information when scheduling review sessions, field trips and for-credit placements at institutions outside of Calvin College.

**Psychological Disabilities**

This term refers to a mental and/or emotional disability. Some examples include severe depression, obsessive-compulsive disorder, schizophrenia, and bi-polar disorder. Sometimes a person can be hospitalized, in which case the individual could be out of school for an extended period of time. Students with psychiatric disabilities often face misunderstandings, and stereotyping makes reintegration difficult.
Psychological disabilities could include:

- Anxiety Disorders:
  - Panic disorder
  - Specific phobias
  - Obsessive-compulsive disorder
  - Acute stress disorder
- Eating disorder
- Emotional disorder
- Sleep disorder
- Mood disorder
- Depressive disorder
- Bi-polar disorder
- Neurosis
- Personality disorder
- Paranoid personality disorder
- Schizoid personality disorder
- Psychosis

Possible Accommodations

- Extended time on tests
- Least-restrictive testing environment

Asperger's Syndrome (AS)

Asperger’s syndrome (AS) is on the autism-spectrum disorder. It is a primary-social-processing disorder. The person with AS has a different kind of brain wiring or a different way of perceiving, thinking and relating to the world. Although not every person with AS is the same, there are some primary characteristics that may appear in individuals with AS. For example:

- Highly reactive to stress
- Exceptional memory
- Problems in generalizing
- Pieces of comprehension but not the main idea
- Emotional and social immaturity
- Poor emotional recognition in others
- Poor emotional recognition in self
- Lack of social awareness, social skills and their nuances
- Fundamental awareness of how they are different from others
- High sensitivity to sounds, smells, etc.

These characteristics tend to be exhibited by the following:

- Poor eye contact
- Inappropriate social interaction
- Unusually strong, narrow interests
- Above-average to superior intellect
- Lack of voice intonation
• Impulsiveness
• Literal, concrete thinking patterns
• Speaking without censoring
• Avoidance of touch
• Lack of social/emotional reciprocity
• Blunt honesty
• Poor motor coordination
• Poor concept of time (Procrastination could be a problem)

Possible Classroom Behavior:
• Attempt to monopolize conversation
• Go off on tangents when answering questions
• Distracted in long classes
• Engage in self-stimulating behavior (rocking, tapping, playing with “stress toys”)
• Argumentative

Possible Accommodations
• Housing accommodations
• Higher frequency of peer coaching (including possible social coaching)
• Extended time on tests
• Least-restrictive environment for testing
• Secondary advising
V. Guidelines for Relating to Persons with Disabilities

• Use common sense. People with disabilities want to be treated with respect and dignity.

• Don’t be patronizing. Show the person the same respect that you expect to receive from others.

• Be considerate and patient. Be patient if the person requires more time to communicate, to walk, or to accomplish various tasks. When planning a meeting or an event, consider the needs of individuals.

• Respect the person’s privacy. If you find yourself speculating about areas of the person’s life or medical condition (unrelated to the educational setting), refrain from asking questions that would otherwise be inappropriate to ask of another person.

• Do not put unnecessary pressure on yourself to know and do everything right. Be patient with yourself in learning the specific needs of each person. Don’t be embarrassed if you find yourself doing or saying the wrong thing. Remember that the person with the disability is usually aware of and sensitive to your discomfort and your good intentions in the situation.

• Don’t be afraid to offer assistance. If there is something you can do, offer assistance. However, do not automatically give help unless the person clearly needs it or has asked for it.

• Be aware of the language that you use in relation to people with disabilities (See “Words of Dignity” in Appendix A).

• Assume nothing. This is one of the most important things to remember in any conversation with someone with a disability.

• Don’t be afraid to ask.
VI. Grievance Policy for Accommodations for Persons with Disabilities

This Grievance Procedure is established to meet the legal requirements of the Americans with Disabilities Act (ADA). It may be used by anyone who thinks he or she not received appropriate implementation of accommodations by Calvin College. In the event of perceived discrimination or harassment on the basis of having a disability, please reference the Safer Spaces Policy found at http://www.calvin.edu/about/safer-spaces/. Our goal at Calvin College is to be an inclusive community, motivated by love and justice. Our hope is that the procedures described below will be needed rarely, and when used, they will lead to restoration of community if it has been broken.

1. On occasion a student or employee of the college who has a disability may have criticism with regard to matters such as failure to provide reasonable or effective accommodations in Calvin programs. The first step is for the student or employee to present his or her concern and request for action directly to the faculty member or other college employee who is involved. The professor or other college employee should listen, give serious attention to the complainant’s concern, and attempt to resolve it in a mutually satisfactory way.

2. If the faculty or staff member’s response does not satisfy the complainant, or if the person does not feel comfortable in approaching the faculty or staff member, then the complainant must file a formal grievance with the Campus ADA Compliance Officer, who is the Vice President of Administration and Finance. To file a grievance, the complainant, and only the complainant, must complete an ADA Grievance Form, which is available in the Office of Administration and Finance. The grievance must be filed no later than sixty days after the alleged violation.

3. Within three working days of the grievance, the ADA Compliance Officer will deliver a copy of the grievance to the Campus Accessibility Advisory Committee (CAAC). Within ten working days of receiving a copy of the grievance, the CAAC will meet with the complainant to discuss and identify options for resolving the grievance. Within five working days after that meeting, the CAAC will send its advice on resolving the grievance to both the ADA Compliance Officer and the complainant. The complainant must receive the CAAC’s proposed resolution in a format accessible to the complainant.

4. After receiving and considering the CAAC’s advice, the ADA Compliance Officer will rule on the grievance and notify the CAAC and the complainant of his or her ruling within five working days.

NOTE: These grievance procedures are designed to protect the due process rights of complainants while at the same time resolving disputes at a personal level. Following the College’s grievance procedures shall in no way substitute for or impair the complainant’s right to file an ADA complaint with the appropriate agency or department of the federal government of the United States. However, if the complainant does file a complaint with the federal government before this grievance procedure is completed, then the procedures stated above will be abrogated.
VIII. Appendix A

**Words with Dignity**

People with a disability can and should be described in words and expressions that portray them in an appropriate, positive, and sensitive manner. Remember to describe a person, not his or her disability. Refer to a person’s disability only when it is relevant. Avoid images designed to evoke guilt or pity. When in doubt, ask. Individuals with a disability may be more than willing to help you.

Phrases to use:
- A person with a disability
- A person who has... or a person with...
- A person who is mobility impaired
- A person who uses a wheel chair
- A person who is deaf or hard of hearing
- A person with a developmental disability
- A person with cerebral palsy
- An able-bodied person
- A person with a mental illness, who has....
- A person with a learning disability
- Persons who are visually impaired

Rather than:
- Crippled by, afflicted with, suffers from, victim of...
- Deaf and dumb, deaf mute, hearing impaired
- Retarded, mentally retarded
- Spastic
- Normal
- Mental patient, mentally ill, mental, insane
- Learning disabled, learning difficulty
- The visually impaired (as a collective whole)
Appendix B

Confidential Memo

To: ________________________________________
Regarding: __________________________________

From: Services for Students with Disabilities
Date: __________________________

NOTE: THIS INFORMATION IS CONFIDENTIAL. PLEASE PROTECT THE PRIVACY OF THIS STUDENT.

Dear Instructor,

The aforementioned student will be in __________________. The following accommodations are recommended for this student by the Disability Coordinators at the office of Student Academic Services (according to Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990) based upon documentation and an evaluation of the student’s needs. Revisions may occur pending additional information, changes in disability status, and/or periodic review. It is important that students discuss their accommodation needs with instructors in order to receive accommodations in each class. This student is expected to self-advocate for his/her accommodations during your office hours, within the first two weeks of school. In addition, a disability coordinator will discuss the student’s needs with regard to course requirements if necessary. Any questions can be directed to the office of Student Academic Services at 616-526-6113; visit our website at http://www.calvin.edu/academic/OAS/disability/.

This student requires the following accommodations (refer only to the checked items):

___ Volunteer notetakers recruited from class by the Instructor
___ Tape-recording lectures provided by the Student
___ Copies of lectures provided by the Instructor (only if available)
___ Readers provided by the office of Student Academic Services
___ Enlarged printed materials (e.g. syllabus, handouts, quizzes, tests) provided by Instructor
___ Oral exams provided by the Instructor
___ Proofreaders to assist in test-taking provided by the office of Student Academic Services
___ Reader to assist in test-taking provided by office of Student Academic Services
___ Scribe provided by office of Student Academic Services
___ Closed-captioned films/videos provided by the Instructor
___ Taped recordings of textbooks provided by office of Student Academic Services
___ Please do not penalize the student for spelling errors during in-class writing. Out-of-class writing should be competent (unless spelling is part of the course objective).
___ Student’s medical condition may impact attendance. Please notify a Disability Coordinator immediately if a student misses 3 classes.
___ Student may be accompanied by an Access/Service Animal
___ Requires tests/quizzes on a CD, so that assistive technology can be used.
___ Requires directions to be provided in both oral and written format.
___ *Tests given in a least-restrictive environment provided by the Instructor
___ *Extended-time tests provided by the Instructor (time and one-half to double time)
___ Student may have an individualized Emergency Evacuation Plan
___ Other__________________________________________________________________

*When a student requires extended time and/or a least-restrictive environment for testing, he/she must make preparations with the instructor prior to a scheduled test. The best procedure is for the instructor to arrange an appropriate place nearby. This will permit access for questions that may surface during the test. If this is not feasible, then please have the student contact Academic Services at least 3 business days prior to the test to ensure adequate space and availability in a supervised testing site. Thank you.

Services available to student:
___ Tutors provided by the office of Student Academic Services (please honor early requests)
___ Academic Coaching provided by the office of Student Academic Services
Appendix C

Evacuation/Refuge Plan for Persons with Disabilities

The most important factor in emergency safety for individuals with disabilities is advanced planning. Appointed faculty or staff members are aware of the location of students, faculty, and staff who have sensory, psychiatric, mobility, cognitive or chronic health impairments and require assistance for evacuation. Departmental Emergency Liaisons, faculty and staff members are responsible for providing aid for any individual in the building who needs special assistance during emergency situations. Even though specific people may have been designated as Evacuation Facilitators, all members of the Calvin College community are encouraged to assist others who may need their assistance. Evacuation maps are located in classrooms and meeting rooms.

The Human Resources office provides a process for staff to identify themselves as having a disability and needing assistance during emergency evacuations. The Provost’s office provides a process for faculty to identify themselves as having a disability and needing assistance during emergency evacuations. Students with disabilities who require assistance with evacuation must notify and submit documentation to Services for Students with Disabilities, located in the office of Student Academic Services.

When an Evacuation is Ordered

- Assist with the evacuation of people with disabilities. Do not use elevators unless authorized to do so by police or fire personnel. Elevators can fail during a fire or certain other emergencies.
- Ask an individual with a disability how you can help before giving assistance; ask how he/she can be best be assisted or transported. Ask whether there are any special considerations in dealing with the individual with a disability, or if there are any special items he or she needs.

Mobility Impairment

- Clear the exit route of debris so that the individual with a disability can move to a safer area.
- Assist people with disabilities to exit the building if that is possible without using an elevator or stairs. If the floor has no exit to grade (ground level), then proceed to the closest AREA OF REFUGE. An area of refuge is an area or room where persons unable to use stairways can remain temporarily to await instructions or assistance during emergency evacuation. These designated areas have a one-hour fire rating and smoke shield (this is provided by being beyond closed fire doors or by having a sprinkling system). These areas of refuge are close to elevators, are along the path of travel toward an exit, and have enough room for two wheelchairs. Areas of refuge have been designated with posted signs and are listed below. Some areas of refuge are on stairway landings, but only if there is adequate space so that a wheelchair does not block the exit route for others.
- During an emergency evacuation one faculty or staff member remains with an individual who needs assistance while another faculty or staff member notifies Campus Safety by phone or in person.
- If possible, make sure that a phone is available for people who remain in an area of refuge during an evacuation. This phone can be used to call 911.
- The faculty or staff member and the individual with a disability should wait in the area of refuge for fire and rescue professionals who are trained to deal with such emergencies.

Do not attempt to carry persons needing assistance down the stairs in the event of a drill!

- Notify the Emergency Liaison or Campus Safety immediately about any people remaining in the building, giving specific locations of their whereabouts.
- Police or fire personnel will decide whether an individual is safe where he or she is and will evacuate as necessary.
• **Areas of Refuge**
  - **Commons Annex O Level**: South stairwell
  - **Commons 300 Level**: Knollcrest Room
  - **Lab Theatre under Chapel (Chapel 100 Level)**: E elevator corridor beyond firedoors
  - **Chapel**: South stairwell
  - **DeVos 200 Level**: Classroom 230
  - **DeVries 200 and 300 Levels**: Atrium
  - **Engineering 200 Level**: North or south stair lobby with mechanical room doors closed
  - **Hiemenga 400 Level**: Conference room 440
  - **Hekman 100 Level**: Office 105
  - **Hekman 400 Level**: Southwest stair landing
  - **Hekman 500 Level**: Southeast stair landing
  - **North Hall 0 Level**: Northwest stair landing
  - **North Hall 200 Level**: Office 270
  - **Prince Lodging 300 Level**: Elevator lobby
  - **Science 200 and 300 Levels**: Atrium
  - **Spoelhof College Center 100 Level**: Northwest or southwest stair landing
  - **Seminary Upper Classrooms**: Classroom 240
  - **Timmer Residence Hall**:
    - **0 Level**: 29A Snack Lounge
    - **200 Level**: 237A Snack Lounge
    - **300 Level**: 324 Snack Lounge
  - **Kalsbeek Huizenga Residence Hall**:
    - **0 Level**: Elevator Lobby
    - **200 Level**: Elevator Lobby
    - **300 Level**: Elevator Lobby
  - **PHI CHI Apartments**: Any apartment that is near the elevator

**Blindness or Visual Impairment**

• Give verbal instructions or information (e.g., elevators cannot be used) about the safest route using detailed directions, estimated distances, and directional terms.
• Offer to lead an individual out of the building to safety.
• Do not grasp the arm of an individual who is blind or has a visual impairment. Ask if he/she would like to hold on to your arm as you exit, especially if there is debris or a crowd on the route.

**Deafness or Hearing Loss**

• Touch or gain eye contact to get the attention of an individual who is deaf or hard of hearing.
• Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement.
• Point to posted exit and evacuation maps.

**Power Outage Procedures**

• If an outage occurs during the day, an individual with a disability may choose to wait in the building until electricity is restored. Such an individual should move near a window with natural light which is also near an operational telephone. Campus Safety should be notified. If an individual with a disability would like to leave during the power outage and/or an evacuation has been ordered, call Campus Safety at 3-3333, and arrangements will be made to evacuate the person.
• If the power outage occurs at night and a person with a disability would like to leave, call Campus Safety at 3-3333. Campus telephones may not be operational during a power outage, but cell phones are likely to be operational. If using a cell phone to report an emergency, call 526-3333.
Appendix D

Recorded Lecture Pledge

Students who have a qualifying disability that warrants the accommodation of tape recorded lectures may record class lectures for their personal study use only. Please be advised of the following regulations:

- Lectures taped may not be shared with other people without the consent of the lecturer.
- Tape-recorded lectures may not be used in any way against the faculty member, other lecturers or students whose classroom comments are taped as part of the class activity.
- Information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published without the consent of the lecturer.
- All lectures should be erased immediately following the end of the semester.
- This pledge must be signed before lectures can be recorded.
- The instructor needs to be notified before class begins that a student may be recording the lectures because of his/her disability.

RECORDED LECTURE PLEDGE

I, ____________________________, have read and understand the aforementioned pledge on tape-recorded lectures at Calvin College, and I pledge to abide by the policy with regard to any lectures I record while enrolled as a student at Calvin College.

Signature of Student ________________________________________________________________

Date__________ Witness/Faculty Member__________________________________
Appendix E

Useful Resources for Faculty

Asperger’s Syndrome- Tony Attwood

Association of Higher Education and Disability
www.ahead.org

Calvin College Campus Accessibility Advisory Committee
www.calvin.edu/admin/caac

Calvin College Disability Services (Academic Services)
http://www.calvin.edu/academics/services/

Fast Facts for Faculty
www.osu.edu/grants/dpg/fastfact/index.html

The Faculty Room
www.washington.edu/doit/Faculty

Great Lakes Disability & Business Technical Assistance Center
www.adagreatlakes.org

HEATH Resource Center at George Washington University
www.heath.gwu.edu
References