

Disability Services Frequently Asked Questions

Who is considered disabled?

What kind of documentation is needed to verify a disability?

What is considered a reasonable accommodation?

How do students register with Disability Services and receive accommodations?

What procedures must be followed in order for a student to receive exam accommodation?

What are some examples of common accommodations?

How do I request a course substitution?

How do I request a housing accommodation?

Are personal services provided?

What if I have a service or assistance animal?

What about confidentiality? Who has access to my information?

If a person with a disability is otherwise qualified, what kind of accommodations must be allowed?

Is allowing accommodations such as extended time or transcribers unfair to students who do not get the accommodations?

Will a student's academic record reflect that he or she has received accommodations in the classroom?

What are a student's responsibilities when working with Disability Services (DS)?

For Faculty:

What are a faculty member's responsibilities when working with a student with a disability?

I want to include a statement in my syllabus to ensure students with disabilities are aware of their right to accommodations. What might be an example of such a statement?

A student has approached me and is concerned that he/she feels a particular student in class is receiving special treatment.

What do I need to do when I get a request for a note-taker in my class?

What should I do if a student who has a note-taker is not attending class on a regular basis?

I am providing the accommodations that were specified in the accommodation letter. The student is failing my course. What should I do?

I am concerned about a student's behavior. I am aware that the student has a disability because he/she presented me an accommodation letter at the beginning of the semester. How do I handle his/her disruptive behavior?

I am concerned that allowing course substitutions lessens the academic integrity of the University.

What happens when I make a referral to Disability Services for a student I feel may have a learning disability or attention problems?

Who is considered disabled?

According to Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act and its subsequent amendments, a person is considered to have a disability if the individual has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. Note: The law includes learning as a major life activity.

What kind of documentation is needed to verify a disability?

Lander University follows the best practices for documentation guidelines of the Association on Higher Education and Disabilities (AHEAD). Accordingly, documentation should include:

- The credentials of the evaluator(s)
- A diagnostic statement identifying the disability
- A description of the diagnostic methodology used
- A description of the current functional limitations
- A description of the expected progression or stability of the disability
- A description of current and past accommodations, services and/or medications
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

For more information, please visit the [AHEAD website](https://www.ahead.org/) (<https://www.ahead.org/>). If the documentation provided by the student is incomplete or inadequate, the university reserves the right to request further documentation of the disability. The cost of obtaining documentation is borne by the student. For more information, please click here: [Documentation Guidelines](#).

What is considered a reasonable accommodation?

A reasonable accommodation is a modification to a non-essential aspect of a course, program, service or facility which does not pose an undue burden and which enables a qualified student with a disability to have adequate opportunity to participate and to demonstrate his or her ability. Such accommodations are determined on an individual basis depending upon the nature and extent of the disability. However, it is the responsibility of each student with a disability to inform Disability Services of his or her concerns in order to receive the assistance he or she requires.

How do students register with Disability Services and receive accommodations?

Newly admitted students may self-identify with Disability Services by contacting the Office of Disabilities and providing the appropriate information. Registration with Disability Services is voluntary, but if a student wishes to receive accommodations they must meet with a Disability Coordinator and provide appropriate documentation. Accommodations are determined on an individual basis in consultation with the student.

What procedures must be followed in order for a student to receive exam modifications?

It is the responsibility of the student to contact Disability Services in a timely fashion if testing or other accommodations are needed. The Disability Coordinator must certify the documented disability and resultant accommodations via MyLander Campus Portal. Once an accommodation has been certified, and to ensure alternative administration of a test, the student must notify the Testing Coordinator at the Academic Success Center and his or her instructors in a timely fashion so that the necessary procedures can be carried out.

What are some examples of common accommodations?

Common accommodations include: Extended Time for Testing, Note-taking Services and Quiet Area for Testing.

How do I request a course substitution?

Please click here for information about [Course Substitutions](#).

How do I request a housing accommodation?

Housing and Residence Life provides a variety of housing options. The majority of rooms in the residence halls are double occupancy and a few are equipped to meet the needs of students with disabilities. Students requiring single room occupancy may request a private room. Students with disabilities should request housing needs as soon as they are admitted to the university.

Students requesting housing accommodations need to meet with the Office of Disabilities and submit all necessary documentation as soon as possible to secure the requested accommodation. All documentation is due to the Office of Disabilities by May 1st for new students and February 1st for returning students. Documentation submitted later will be considered, Lander University will make a good faith effort to provide reasonable accommodations, but may not be able to guarantee that appropriate residential provisions will be completed within that semester.

Late submissions will receive housing accommodations only if space becomes available.

1. Contact Disability Services to register for services and begin the process to determine reasonable housing accommodations. Student must complete a [Housing Accommodation Request Form](#).
2. The student must provide Disability Services with professional documentation addressing specific functional impairments requiring housing adjustments.
3. If determined eligible for housing accommodations Disability Services will submit a Housing Accommodation Approval form to the Office of Housing and Residence Life.
4. Students who are determined eligible by Disability Services for housing adjustments should contact Housing and Residence Life to determine available housing options.

Are personal services provided?

Services that are provided to all students of the university will be made available and accessible to students with disabilities. Common examples of services that may not be available to all students and therefore may not be provided by Disability Services include transportation and personal attendant care.

What if I have a service or assistance animal?

In accordance with the revised Americans with Disabilities Act (ADA) regulations (2011), service animals are permitted in university facilities for persons with documented disabilities. The ADA defines a service animal as a dog that is individually trained to work or perform tasks for the benefit of an individual with a disability (including physical, sensory, psychiatric, intellectual, or other mental disability). The work or tasks must be directly related to the handler's disability. Examples include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, or pulling a wheelchair. Service animals that meet the ADA definition are permitted to accompany an individual with a disability to class, services, activities, programs, field trips, or residences. However, service animals must be under the handler's control at all times, be housebroken, in good health, and current with all appropriate vaccinations. In addition, service animals may wear a harness, identification tag, or other gear that readily identifies its working status. The service animal may be licensed from an approved training program or have a current license and tags from local authorities. Handlers are held responsible for any property damage. The handler is also responsible for clean-up of animal waste.

Any service animal may be removed from campus either temporarily or permanently if it becomes disruptive, unruly, or in ill health. For example, a service animal that displays aggressive behavior

towards people may be excluded. Service animals whose sole function is “the provision of emotional support, well-being, comfort, or companionship” are not considered service animals under the ADA but can be considered an approvable accommodation with the necessary supporting documentation. Questions related to the student use of service or emotional support animals on campus should be directed to the Office of Disability Services. To get more information about this topic, please click here: [Service and Assistance Animal Guidelines](#)

What about confidentiality? Who has access to my information?

The Office of Disability Services complies with the Family Education Right to Privacy Act (FERPA), a Federal law that protects the privacy of student education records. Student education records remain confidential between the student and the Office of Disabilities, although FERPA contains an exception for conditions when University officials with legitimate educational interest may access student education records without the student’s consent.

Release of Information: Students are not required to sign a release of information to access reasonable accommodation requests. Students may receive a copy of their records when transferring to another institution. Students requesting a copy of their records from Disability Services are responsible for forwarding the information.

If a person with a disability is otherwise qualified, what kind of accommodations must be allowed?

Reasonable accommodations which do not pose an undue burden for the University must be allowed unless they involve an essential aspect of a course or program.

Is allowing accommodations such as extended time or transcribers unfair to students who do not get the accommodations?

No. Denying reasonable accommodations to students with documented disabilities is unfair treatment. Accommodations allow students with disabilities to demonstrate their true abilities.

Will a student's academic record reflect that he or she has received accommodations in the classroom?

No. A student's disability information is considered confidential and is not included in a transcript, grade report, or diploma.

What are a student’s responsibilities when working with Disability Services (DS)?

- Self-identify as a student with a disability.
- Present appropriate documentation of disability and request accommodations.
- Set up a time to discuss his/her specific accommodations with each instructor.
- Follow Disability Services’ procedures for accessing accommodations.

What are a faculty member’s responsibilities when working with a student with a disability?

- Maintain the same standards, including behavioral expectations, for students with disabilities as are applied to all students.
- Inform all students of procedures for accessing accommodations at the beginning of each semester, preferably through a statement in the syllabus.
- Provide and arrange for accommodations addressed in the accommodation letter in a timely manner.

- Meet with students, as necessary, to ensure there is a clear understanding of requested accommodations.
- Keep all disability-related information regarding a student confidential (e.g. do not discuss a student's disability with other faculty without the student's permission, do not inadvertently identify a student as a student with a disability during class discussion).
- Ensure instructional materials (e.g. textbooks, syllabi, handouts, videos) are available in accessible formats, as needed.

NOTE:

A faculty member **cannot choose to deny** a student's accommodations as presented in his/her accommodation letter. If a faculty member has questions or concerns about the stated accommodations, he/she should contact Disability Services at 388-8885.

It is not a faculty member's responsibility to provide accommodations for students who have not met with them to discuss accommodations.

It is not a faculty member's responsibility to provide accommodations that are not presented in a student's accommodation letter.

I want to include a statement in my syllabus to ensure students with disabilities are aware of their right to accommodations. What might be an example of such a statement?

"If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and Disability Services as early in the semester as possible. Disability Services is located in the Wellness Center in Genesis Hall. Their phone number is 388-8885."

A student has approached me and is concerned that he/she feels a particular student in class is receiving special treatment.

Explain to the student that:

- The University is legally obligated to assist students who qualify for accommodations.
- All students are held to the same standards of academic performance.
- The issue cannot be discussed further because you need to respect the confidentiality of the student.

What do I need to do when I get a request for a note-taker in my class?

Make an announcement at the beginning of each class period until a student volunteers as a note-taker. Typically, it is not difficult to recruit a volunteer, as students generally come forward fairly quickly. If you do not get a fairly immediate response, you may want to consider asking individual students if you are familiar with any of the students in the class or are aware of a student(s) who appears to be taking good notes. If you teach multiple sections of the same course, you may want to ask for volunteers in those sections as well. If you are not successful in locating a volunteer note-taker within two weeks, please contact the Academic Success Center at 388-8303 or Disability Services at 388-8885.

I am concerned that the allowance for additional absences will create a situation where the student will expect unlimited absences without any consequences.

The allowance for additional absences is not an allowance for unlimited absences. The purpose of this accommodation is to afford the student with a disability the opportunity to negotiate with you, if appropriate, an acceptable amount of additional disability-related absences in the context of your attendance policy. If a student is allowed an absence negotiation as an accommodation, that student should present a contract in which you and that student discuss and negotiate your attendance policy. If you feel the student is abusing this accommodation, please contact Disability Services. If the student exceeds the number of negotiated additional absences, please refer the student to Disability Services to discuss withdrawal options.

I am providing the accommodations that were specified in the accommodation letter. The student is failing my course. What should I do?

Accommodations are a means of providing access to students with disabilities. Accommodations are not a means of guaranteeing success. If the student is experiencing difficulties in your course, you may want to suggest a meeting with the student to:

- Review the accommodations outlined in the accommodation letter.
- Ask the student for feedback on the effectiveness of the accommodations that have been put in place.
- Consult with Disability Services if you feel the accommodations may need to be modified or if you feel additional accommodations may be necessary.
- Encourage the student to fully utilize his/her accommodations, if the student is not utilizing or fully utilizing his/her accommodations.
- Discuss the availability of various on-campus support services (e.g. Academic Success Center, Counseling Services, Writing Center) as appropriate to the student's situation and encourage the student to access these resources.

I am concerned about a student's behavior. I am aware that the student has a disability because he/she presented me an accommodation letter at the beginning of the semester. How do I handle his/her disruptive behavior?

The student, even if the behavior is a "manifestation" of his/her disability, should be held to the same standards of conduct as all other students. If you are unsure if the student's behavior is a manifestation of his/her disability, you may contact Disability Services or complete a student concern form on the MyLander campus portal.

I am concerned that allowing course substitutions lessens the academic integrity of the University.

Current policy allows for consideration of requests for course substitutions in foreign language and mathematics courses that are general education requirements. A Disability Accommodation Committee has been established to review a student's petition, his/her documentation and academic record and to make a formal recommendation to the student's division chair or dean.

What happens when I make a referral to Disability Services for a student I feel may have a learning disability or attention problems?

Upon referral, the student is given a list of evaluators in the local area. It is the student's responsibility to have the evaluation completed and to provide the results to our office for review. Our office does not conduct evaluations due to the potential for conflict of interest.