

STUDENT WITH IMPAIRMENTS

The Mico University College is committed to creating and maintaining an environment in which all students can learn and work to their fullest potential. The University College will therefore ensure a supportive environment for students with impairments or medical conditions by providing reasonable accommodations to students who have the proper supporting documentation. The University College will make every effort to promote the independence of students with the impairment and to identify the tools by which they can accomplish their educational and career goals.

Students with conditions that may rise to the level of a disability must provide appropriate, comprehensive and current documentation that outlines the need for the specific accommodation. Students with an impairment or disability requesting accommodation, auxiliary aids, and services must complete the requisite **Declaration of Disability** Form and be approved, once approved the student must sign off on the Letter of Accommodation to the Head of Department.

Types of Impairment

The types of impairment that may be accommodated include:

1. Visual impairment
2. Hearing impairment
3. Mobility Impairment
4. Manual impairment
5. Chronic Illnesses
6. Learning disability

It must be noted that the impairment can be permanent or temporary, and in either case the student may require accommodation.

Responsibility of the Student

Students who have impairment or a medical condition and require special accommodation must apply for this accommodation through the Student Affairs Unit

A student who requests special accommodation must

1. Apply through the Student Affairs Unit. He/She must
 - Complete the **Declaration of Disability** Form
 - Submit appropriate, comprehensive and current documentation (provided by a duly licensed/credentialed professional, suitable to the nature of the disability/impairment). The documentation must outline the need for the specific college-level accommodations, and hence identify
 - the diagnosed condition,
 - present evidence of the condition's impact on a major live activity, and
 - provide a history of previously used accommodations and services. The documentation/medical certificate must be provided at the time of application

- Provide his/her own basic equipment to assist with his/her functionality (hearing aids, tape recorders, specialized computers etc.)
2. Report to the Student Affairs Unit every semester to advise of any change in condition or report whenever the condition has changed
 3. Present to the HOD the letter of Accommodation
 4. Report any problems or concerns with accommodation
 5. Comply with the regulations of the University College.

Responsibility of the Institution

1. Advise potential students of acceptance possibilities (as the institution might not be able to accept students with severe conditions)
2. Advise accepted student of the protocols
3. Conference with each student to determine level of impairment the level of accommodation required.
4. Develop an Accommodation Plan (where the student can be accepted) and issue the letter of accommodation to the HOD, for the HOD to make the necessary accommodation arrangements.
5. Have available accommodation, which may be provided; the accommodation may include:
 - Peer note takers
 - Scribes / Readers for examinations
 - Extended time on quizzes and examinations
 - Quiet/separate test setting
 - Sign language and other modes of interpreting / Interpreters
 - Modified access to Website
 - Physical accessibility
 - Materials in alternative formats (e.g. audio, large print, Braille)
 - Specialized equipment in the Library
 - Auxiliary aids and services
6. Provide assistance through the Special Education Department, to the student with respect to available equipment etc.

DOCUMENTATION

The documentation provided must be current, appropriate and comprehensive and should be provided by a duly licensed/ credentialed professional, suitable to the nature of the disability/impairment). The documentation must outline the need for the specific college-level accommodations, and hence identify – the diagnosed condition, present evidence of the condition’s impact on a major live activity, and provide a history of previously used accommodations and services. The documentation of disability and its functional limitations, determine the type of accommodations which may be provided in the higher education setting. Please see below the required minimal documentation for specific disability.

- **Visual Loss:** Please send a copy of your most recent eye examination results. (Students who use corrective lenses must have correct vision of not less than 20/200 and include any limitations or necessary accommodations)

- **Hearing Loss:** Please send a copy of your most recent audiogram (within the last two years) and include any limitations or necessary accommodations)

- **Physical Disability:** Please send medical documentation stating your disability and any limitations you may have as a result.

- **Chronic Illnesses:** Please send medical documentation stating your illness and any limitations you may have as a result.

- **Learning disability:** Please sent a recent (no more than three years past) psycho-educational or psychological report (whichever applies). Please note that the University College DOES NOT provide a “special” programme for students with learning disabilities.

FOR OFFICIAL USE ONLY	
STATUS:	<input type="checkbox"/> Prospective <input type="checkbox"/> Current <input type="checkbox"/> Continuing <input type="checkbox"/> Re-admitted
STUDENT TYPE:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time
LEVEL:	<input type="checkbox"/> Under graduate <input type="checkbox"/> Graduate
TERM:	
DECISION:	

Letter of Accommodation

CONFIDENTIAL

TO: ***Name of / HOD***

FROM: ***Senior Assistant Registrar***

DATE: ***Date***

RE: 20.../20... Semester Disability-Related Accommodation for ***Name of Student***

This information is confidential. The student at caption has registered his/her disability with the Student Affairs Unit, and for whom the Unit has appropriate documentation on file. Communication with the student/medical practitioner, and the documentation provided, there is support for the accommodation(s) listed below. You are being asked to assist in arranging the accommodation(s) described, and to notify the student of any accommodations you have arranged. Should you require special assistance for in-course tests please contact the Examinations Unit at least one week in advance. Should you require assistance in non-testing accommodations or have additional questions, please contact the Senior Assistant Registrar/ Assistant Registrar, Student Affairs.

Department / School _____

Courses: _____

Accommodation(s):

- 1. Note taker:
- 2. Permission to use a laptop computer for tests and exams that require short answer
- 3. Extension of time on tests and exams: up to time and a half
- 4. A separate testing environment

Copy: Dean
Student

I understand that once I accept this letter for transmittal to the HOD named above, the Student Affairs Unit has the right to discuss the Accommodation requirements with those providing the accommodation,

Student Signature: _____ Date: _____

Dealing with the Student Impairment

1. Visual impairment

Students with visual impairment may use a white cane; electronic notebooks offering voice output; Braille support and glasses, but others may not.

- Always introduce yourself when speaking with the student
- Offer assistance to the student if he/she is to walk or sit and only comply if the student accepts the offer
- Invite private conversation to ensure that the student's needs are being met
- Provide class material, course outlines, reading lists etc. in advance
- In the classroom read aloud any information presented visually in overheads etc.
- In group discussions, acknowledge the name of the speaker
- Field trips and out-of-class location should be discussed with the student.

2. Hearing impairment

Students with hearing impairment may be able to lip read in a close setting but in a larger setting may require amplification or interpreting services. The student may also require note taking support. Students with hearing impairment vary widely in their written and verbal expressive abilities.

- Always look at the student when speaking to a student with hearing loss
- Always keep hand and other objects away from your mouth. If something is misunderstood rephrase rather than repeat
- Always address the class face front rather than write and speak with the back turned.
- Always speak slowly and pause
- Be patient with student responses
- In group discussions, try to limit communication to one person at a time
- Repeat questions asked by other students before responding
- Invite private conversation (with student and interpreter (if any)) to ensure that the student's needs are being met

3. Mobility impairment

Students with mobility impairments may use wheelchairs, scooters, crutches or braces

- Do not hang onto or lean on a wheelchair
- Take note of the classroom layout, and arrange for comfortable navigation of the student
- Allow the student to have a choice in seating location
- Offer assistance in moving the student in a wheelchair if seating is not fixed, and only comply if the student accepts the offer
- Expect late arrival of student if classroom location is changed
- Speak to student early in the semester in planned space, if your office could be inaccessible.
- Consider accessibility if there are activities outside of the classroom
- Laboratory courses may require modification of tables and placement of equipment.

4. Manual Impairment or Injury

Some medical conditions may result in limited functional ability. Temporary injuries to fingers, hands, wrists, forearms, elbows, shoulders can also limit functionality.

- Provide note takers

- Provide class notes (where possible)
- Discuss with student reasonable alternative support
- Provide assistance where student has limited reach, manual dexterity etc. in laboratory situations.
- Point students with obvious new injuries to the Student Affairs Department
- Provide separate testing environment, where a student uses a scribe
- Provide an aide (as necessary) to support computer based research or to access large volume of course readings posted on the Web.

5. Chronic Illnesses

Students with chronic illnesses made a conscious choice to attend school with medical support. Attendance can be affected by flare-ups, medical complications, or a change in medication

- Allow time, but if attendance problems threaten a passing grade refer the matter to the Dean.
- Provide short rest breaks (where possible)
- Change mid-term and final exam, (where possible) to accommodate student

6. Learning Disabilities

Students with Learning Disabilities at The Mico have shown competitive academic and community achievements. Students have managed compensatory strategies to minimize, a difference in auditory, visual and/or performance learning.

- Present the course syllabus in writing with clear deadline dates for assignments. Review aloud as necessary
- Encourage sharing of lecture notes
- Pause during the teaching time
- Support abstract concepts with concrete examples
- Invite students to submit drafts of written assignments within specific deadlines. When reviewing make notes. Do not correct sentence structure, spelling or syntax. Discuss the draft.
- Determine if spelling is critical and essential to the course requirements, if not, suspend grading spelling errors. Encourage the use of computer based spell check
- Avoid "rapid fire" question of students
- Provide lead time for reading requirement of a course.
- Provide extra time in examinations.