Student Accessibility and Inclusive Learning Services

University Senate

Agenda

- **Brief Introduction of Services**

- **Eligibility Review and Determination**

- **Interactive Process/Fundamental Alteration**

- **Trends**

- **Q & A**

- **Contact Information**

Establishing Eligibility

ADA

- Students need to meet the definition of being "disabled" per the Americans with Disabilities Act
- A person with a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment
- Major life activities – Thinking, reading, learning, walking, speaking, hearing, etc.
- Qualifying as a person with a disability ensures you should have equal access and not be discriminated against due to your disability

AHEAD – Association for Higher Education and Disability

- ASU Follows the guidelines set by AHEAD
- The process for students establishing themselves includes three components
    - Students self-report
    - Observations and interactions
    - Disability documentation such as medical records, reports, and/or assessments
- Focus is on connecting with the student to establish the disability, understanding how the disability may impact the student, and making informed decisions about accommodations
- Deliberate and collaborative process of understanding the individual student and their specific disability needs

Interactive Process and Fundamental Alteration

- Key aspects of the accommodation process for faculty to understand
- All accommodations must be considered/discussed through the interactive process
- Accommodations that are considered to fundamentally alter a course/assignment/test may be determined as unreasonable
- Key to working through both the interactive process and identifying what may fundamentally alter is open and clear communication
- Both are essential when we receive OCR complaints
- Must be able to clearly articulate who was involved (collectively), how decisions were made (experts in knowledge area), what decisions were made (approvals, denials, considerations, etc.)

Trends

- Challenges with the process and steps involved with accommodations
- Accessibility – what it means, how it applies, who and what are responsible for which pieces, access vs success
- Unique requests in response to changing educational environment(s)
- Propensity to escalate concerns
- Large numbers (both in our office and in individual classrooms)

Questions and Answers

Contact Information

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