

ACCESSIBILITY ASSESSMENT

Faculty Leader(s): _____

Country(ies): _____

INTRODUCTION

The Americans with Disabilities Act mandates equal access to US university programs for students with disabilities. As a result, Education Abroad is gathering information from faculty programs in order to advise students on accommodation possibilities. This assessment provides you with an overview of the types of disabilities recognized by the Americans with Disabilities Act and typical accommodations that may be needed. We appreciate that not all of the services can be available, and we thank you in advance for letting us know what might be possible at your location. Please return this form to the Education Abroad Faculty Led Program Coordinator (coleen17@uab.edu) along with your proposal forms.

Special thanks to the University of Minnesota for their permission to adapt portions of their accessibility assessment for inclusion into this form.

TYPES OF DISABILITIES

The term **disability** is defined in the United States as an impairment that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, or learning. The six types of disabilities addressed in this survey and typical accompanying accommodations are the following:

Psychiatric Disorders: A statement of a DSM-5 diagnosis from a licensed professional for conditions such as depression, bipolar disorder, anxiety disorders and schizophrenia. Accommodation needs may include: private low distraction test environment, extra time on exams, modified deadlines, a reduced course load.

Autism Spectrum Disorder: A statement of a DSM-5 diagnosis from a licensed professional. Accommodation needs may include: extended time on exams, modified deadlines, reduced course load, private/low distraction test environment, private housing accommodations.

Attention Deficit Hyper Activity Disorder (ADHD) and Learning Disabilities: Refers to significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, and /or mathematical abilities, with the presence of at least average intelligence. This includes such conditions as dyslexia, dyscalculia, and dysgraphia, and can be extended to attention deficit disorder. Accommodation needs may include: providing syllabi and assignments in advance, allowing extra time on exams, taping lectures, providing books in an alternate format (CD, audio tape), or private low distraction test environment.

Medical Disabilities: Conditions which affect one or more of the systems of the body, such as cancer, diabetes, epilepsy, lupus, HIV-AIDS, etc. Accommodation needs may include: a reduced course load, extra time on exams, modified deadlines, taping lectures.

Mobility disabilities: Range from very limited stamina to paralysis of the lower extremities. Conditions that may cause a mobility disability include arthritis, back disorders, cerebral palsy, spinal

cord injuries, and neuromuscular disorders. Accommodation needs may include: accessible classroom furniture and/or location, computers for exams, a scribe, extended exam time, a reduced course load, note takers.

Hearing disabilities:

Can range from students who have difficulty hearing, have lost hearing in one ear, or are completely deaf. Accommodation needs may include: modified deadlines, note takers, sign language interpreters, captioned videos, advance registration and/or syllabi.

Vision disabilities:

Include low vision, total blindness, and partial sight such as impaired field of vision. Accommodation needs may include: early registration and/or syllabi, alternative formats (Braille, large print, or audio tape), a laboratory aid, preferential seating in class, a scribe, and/or readers for exams.

BACKGROUND INFORMATION

How would you describe the culture's attitude towards individuals with disabilities?

If partnering with a third party provider, we ask that they please describe previous experiences, if any, they have had with students with disabilities in the particular location of your program. What has worked well when hosting students with disabilities at your site? What are your concerns about hosting students with disabilities?

PROGRAM COMPONENTS

In order for students with disabilities to determine the accommodations they will need to participate successfully in a study abroad program, they must first be aware of the requirements for participation. The questions in this section are intended to provide general information about the structure of the program so students can make informed decisions and requests. Responses will be appropriately incorporated into your online recruitment brochure.

Academics and Classroom

How many hours per day/per week is a student typically in class? How many out-of-class hours are expected for assignments?

How are students expected to learn the course materials (from lectures, readings, video, independent research, language lab)? How is learning typically assessed in classes (e.g. exams, presentations, papers, etc.)?

How is homework typically completed (handwritten, computers available)?

Please respond to the following specific questions:

Academics and Classroom Accommodations	Yes	Unsure	Comments
Could faculty members or the contracted program provider assist the student in identifying volunteer note takers?			
Will faculty allow their lectures to be recorded as a reasonable accommodation?			
Could a separate room to take exams be arranged?			
Could a student get extra time to complete an exam as a reasonable accommodation?			
Is student participation typically factored into a course grade?			
Will any assignments have to be completed in a specific location or with specific technology?			
Are sign language interpreters available?			
If yes, do they know American Sign Language (ASL)?			

Could classrooms be rearranged or relocated (moved to the ground floor) to be wheelchair accessible?			
Could service dogs be allowed on the program?			

Other Accommodations	Yes	No	Comments
Are computer labs available?			
Is Internet access available?			

Housing and Dining

Can the housing options for the duration of your program be made accessible for a student with a physical disability or a sensory impairment?

Please respond to the following specific questions:

Housing and Dining Accommodations	Yes	No	Comments
Could wheelchair accessible housing be made available?			
Could private living arrangement be made (i.e. private bedroom)?			
Could service dogs be allowed in sponsored housing?			
Could kitchen facilities be available for student use?			
Could wheelchair accessible dining facilities be made available?			

Could assistance be available for carrying trays, cutting food, or reading menus?			
Could special dietary needs be accommodated?			

Transportation & Excursions

What issues should students with disabilities take into consideration regarding mandatory excursions (e.g. extensive walking required, accessible transportation, etc.)?

How far do students typically travel on a daily basis? Describe access to transportation for students and how people who use wheelchairs gain access.

Please respond to the following specific questions:

Transportation & Excursions	Yes	No	Comments
Could the identified transportation accommodate mobility restricted students?			
Could the identified excursions accommodate mobility restricted students?			
Could alternative excursions be identified if necessary?			

ADDITIONAL COMMENTS

Please add any other comments that would be helpful for a participating student or an institutional adviser to keep in mind.

Thank you for completing this assessment!