

Center For STUDENT ACCESSIBILITY RESOURCES



RESOURCE CARDS



MISSION:

Center for Student Accessibility Resources is committed to inclusion, accessibility, and equal opportunity for all students with disabilities at NLU. We provide accommodations to students with disabilities, as well as foster disability-inclusive excellence and success across our NLU community.

CONTACT INFORMATION:

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Student Confidentiality

Equal Opportunity Syllabus **Statement**

National Louis University affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status, and unfavorable military discharge other than dishonorable.

CSAR

The Center for Student Accessibility Services is here to collaborate with faculty and staff at the university, as part of your support team, to create a positive student experience. When faculty and disability services collaborate we are able to provide an equitable inclusive environment for the student.

Center for Student Accessibility Resources is committed to providing inclusion, accessibility, and equal opportunity for all students with disabilities at NLU. This includes providing student accommodations, events, resources, and trainings for faculty/staff.

How Can Student 's Apply?

1. **www.nl.edu**
2. **Press Academics**
3. **ADA Accommodations**

Website QR Code:



If a student requests accommodations based on a statement of disability and a faculty member has not recieved an accommodation letter, please direct the student to Center for Student Accessibility Resources.

HOW SHOULD I USE EAB ALERTS?

Identify Potential Need for Accommodations <i>Note: Do not ask students for details of sensitive Information</i>	Examples: → Student expresses interest in accommodations → Student discloses IEP, 504 Plan, or accommodations from a previous institution → Student discloses access barriers in their coursework → Student discloses disabilities, mental health, illness, pregnancy, or other medical conditions that may impact coursework
Communicate with Student	Ask student if they would like to be connected with DAS to discuss accommodations and support options. If student agrees, notify them that our team will reach out shortly to their NLU email.
EAB alert for "Accessibility & ADA Accommodations"	In EAB, list any information that our team should know about. E.g. access barriers, previous accommodations, student's interest in accommodations, disclosure of disabilities
Follow Up With Student	If DAS indicates no response from student, follow up with student and encourage them to connect with our team.

Reasonable Accommodation

Center for Student Accessibility Resources helps ensure that all academic programs, and all aspects of academic programs and student experience, are accessible by providing reasonable accommodations such as exam accommodations, note-taking assistance, alternative textbook formats, etc. We're here to partner with faculty and staff to create a positive student experience, whether you're a first-term freshman or a doctoral candidate.

Reasonable accommodations are adjustments to policy, practice, and programs that will provide equal access to a qualified student with a disability. This adjustment must be made without altering the fundamental goals of a course or lowering the academic standards in a class.

Examples of reasonable accommodations

- **Extended time on assignments**
 - **Excused Absences**
 - **Excused breaks**
 - **Note-taking assistance**
- **Advance access to lecture notes**
 - **Recording of lectures**
 - **Peer note-taker**
 - **Extended time for tests**
- **Assistive technology/readers**
- **Special housing arrangements**

Faculty Responsibilities

1. Communication Expectations

- **Set clear guidelines for students**
- **Communication with CSAR is vital if an accommodation alters the fundamental nature of the course.**
- 2. Follow Procedures for Accommodations-** if there are questions regarding an accommodation, contact CSAR.
- 3. Documenting agreements in writing is strongly recommended. Throughout the term, students and faculty are responsible for timely communication as needed regarding accommodations.**

General Tips for Positive Communication with Student

Website QR Code:



Field Experience Accommodations

The university is responsible for providing accommodations for qualified students with disabilities in the academic setting. When academic programs require an internship for matriculation, the fieldwork site generally assumes responsibility for providing accommodations at their site.

1. The Family Educational Rights and Privacy Act of 1974 (FERPA) and the Americans with Disabilities Act (ADA) do not allow faculty or others access to disability-related information (ex., diagnosis, medications).

2. Disability and Access Services will not share a student's medical information with university faculty or staff without the student's consent. Our office will share approved accommodations on a need-to-know basis, such as with faculty, student success coaches, academic advisors, and learning support specialist.

3. Disability and Access Services will not disclose any student's medical or registration information to an employer or other outside organization without the student's written consent.

Within the application process, students may offer written consent for confidential information to be released to relevant persons in the case of certain emergencies such as medical treatment, if a student poses a threat to themselves or others, etc.

CSAR Time line

There is no specific date/deadline for students to apply for accommodations. Still, it is recommended that students use at least 3-4 weeks before the beginning of the term in which they need accommodations and will not be accepted for the same term two weeks before the end of the term.

Once an individual with a documented disability has requested services, our office will conduct a consultation with the student to review their application, discuss the student's needs and experiences, and determine the best accommodations and options for support.

Upon the conclusion of the consultation, the approval process can take up to two weeks. Students may communicate with faculty, staff, etc. and make them aware they have a disability or need for accommodations, faculty may provide accommodations while the student is waiting for official approval.

CSAR Policy

QR Code



Common Accommodations/ Meaning

Extended time on Assignment:

- 1.This accommodation is reserved for students who have unpredictable, episodic, or chronic symptoms that may periodically prevent them from turning in an assignment on time (e.g., a student has a seizure and misses the deadline on an assignment).**
- 2.This accommodation will not continuously apply to every assignment or may have limited applicability to assignments that require timely peer interaction (e.g., discussion board posts/replies and group projects).**
- 3.It must be understood that this accommodation is insufficient to support a request for extended time on all assignments in the course.**
- 4.Any adjusted deadlines will not fundamentally alter course curriculum, objectives, and/or departmental standards, therefore there may be instances where an extended deadline is unreasonable and unable to be given.**
- 5.The student will consult with their instructor to determine what would be a reasonable deadline extension given the nature of their course, curriculum guidelines, and specific assignment.**

Breaks As Needed

Examples of why a student may need to leave the classroom during lessons and exams:

- Students with Crohn's Disease/Irritable Bowel Syndrome may need to use the restroom frequently
- Students with Diabetes may need to check blood sugar levels/administer medication
- Students with PTSD may need to leave class due to triggers within the classroom (such as content, noises, or images)
- Students with a panic disorder or anxiety disorder may need to step out to manage symptoms of anxiety or a panic attack.
- Students who experience fatigue, drowsiness, restlessness, or inattentiveness may need movement to stimulate alertness

Sensitive Documentation

**If a student sends documentation to you,
please forward it to our department.**

csar@nl.edu

We suggest you delete the scan from your inbox.

Physical Copies:

**Place in an envelope and title
Confidential information.**

**Bring documentation to CSAR in
5045 /or 5044-B in 122 S. Building**

Flexible Attendance

- 1. There may be occasional times that a student who is registered with our office, due to the disability on file, may need to miss class.**
- 2. Students must inform the CSAR office as soon as they determine they will not be going to class. If three or more absences occur, a doctor's note will be required to be kept on file.**
- 3. The student is not obligated to disclose details of their disabilities to faculty nor provide medical documentation verifying disability-related absences to advisors or faculty.**
- 4. Absences not related to the disability on file with our office are not included in this accommodation (e.g., absences due to a common illness, car trouble, childcare, etc.) and should be addressed according to the normal attendance policy utilized in the course. Please keep in mind that instructors are not obligated to re-teach material missed due to not attending class even if that absence is due to a disability.**

6. An instructor is not obligated to give more than one extension on any assignment.

7. It is the student's responsibility to initiate a conversation with their instructor when requesting an adjusted deadline. The student will communicate before an assignment's due date for general flexibility with overall due dates and as soon as possible after the sudden onset of symptoms of documented disability about a specific extended due date.

8. A collaboratively written plan will be created by faculty and students to determine due dates of assignments.

The instructor and student need to agree on a due date beforehand. These can be the same across the board (for example, 48 hours on all assignments) or can be tailored for specific assignments. There needs to be clear communication between both parties as to when assignments are due BEFORE they are late. You cannot be continuously late on assignments without an agreed-upon date on which you will turn in assignments. Ideally, the agreement should be in an email so that it is recorded and this communication can be referred to later if there are questions on due dates.