ACCESSIBLE EDUCATION: SUPPORTING STUDENTS WITH DISABILITIES
WHAT IS ACCESSIBLE EDUCATION?

- DISABILITY SERVICES & LEARNING SUPPORT
- EQUAL ACCESS AND OPPORTUNITIES FOR ALL STUDENTS
  - Recreational
  - Social
  - Academic
WHAT ARE ACCOMMODATIONS?

• AN ADJUSTMENT DESIGNED TO MITIGATE THE IMPACT OF A STUDENT’S DISABILITY

• BREAK DOWN ANY BARRIERS TO PARTICIPATION

• PROVIDE THE SAME ACCESS AS NON-DISABLED PEERS

• A LEGAL RIGHT

WHAT ARE ACCOMMODATIONS?
IT’S THE LAW.

NON-DISCRIMINATION POLICY

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law.

In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix.

AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.
WHAT ACCOMMODATIONS ARE NOT:

• ANYTHING THAT COMPromises THE INTEGRITY OF A COURSE OR PROGRAM
• A PROMISE OF SUCCESS
• GRADE INFLATION
• THE SAME FOR EVERY STUDENT
EXAMPLES OF ACCOMMODATIONS:

• CLASS MATERIALS AVAILABLE IN ELECTRONIC FORMAT
• TESTING IN A SEPARATE LOCATION
• PROVIDING A NOTE TAKER
• USE OF COMPUTER
• EXTENDED TIME FOR COMPLETION OF ASSIGNMENTS AND ASSESSMENTS
“THAT’S NOT FAIR!”

STUDY ON COMPARING THE EFFECTS OF EXTENDED TIME TESTING ON A GROUP OF UNIVERSITY STUDENTS WITH LEARNING DISABILITIES AND WITHOUT:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>STANDARD TIME</th>
<th>EXTRA TIME</th>
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<tbody>
<tr>
<td>LD (N=16)</td>
<td>13%ILE</td>
<td>76</td>
</tr>
<tr>
<td>NON-LD (N=15)</td>
<td>82</td>
<td>83</td>
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WHAT IS FAIRNESS?
HOW WILL YOU KNOW WHAT A STUDENT NEEDS?

SCENARIO 1:
STUDENT PRESENTS YOU WITH AN AUB LETTER OF ACCOMMODATIONS
LETTER OF ACCOMMODATIONS

Dear Professors:

In line with AUB’s commitment for equal access to education, the following letter has been developed to document the needs of any student requiring accommodations for a disability or health condition. Based on our meetings with your student and the official documentation he/she has provided from specialized professionals in the community, we have found him/her eligible to receive certain accommodations. These accommodations for learning and assessment are in line with best practice guidelines for college-based accommodations in the United States, and other countries, and have been recommended by the professionals who assessed the student.

<table>
<thead>
<tr>
<th>Student</th>
<th>Student name</th>
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<tbody>
<tr>
<td>ID#</td>
<td>000000000000</td>
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<td>D.O.B.</td>
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Accommodations for Assignments and Assessment:
- Extended time by 50% on exams
- Extended time by 50% on assignments

Classroom accommodations:
- Allow student to sit in the front of the class
- Provide a note taker

Note that accommodations development is a dynamic process that requires ongoing collaboration between the student, professors, and relevant specialized professionals in order to ensure that these supports continue to be reasonable and evidence-based. Based on the content or requirements of a specific assignment, certain accommodations not listed here may be required which can be discussed and agreed upon by both student and professor. Additionally, there may be times when the student opts to not make use of certain accommodations though they are entitled to them. If, at any time, the student or professor believes that significant adjustments need to be made to these accommodations, that process can be initiated through the office of Accessible Education.

Thank you for taking time to understand your student’s needs. If you have any questions or concerns, please do not hesitate to contact the Accessible Education Officer for support.

Sincerely,

Melissa J. Norton
Accessible Education Officer
Office of Student Affairs
American University of Beirut
Email: accessibility@aub.edu.lb
Ph: x3246
SELF-ADVOCACY MODEL:

- Student is asked to make an appointment with each professor to present accommodations letter and discuss specific needs.
- Student has the choice to disclose disability info, or not.
- Some students may not be the best self-advocates (yet!)
HOW WILL YOU KNOW WHAT A STUDENT NEEDS?

SCENARIO 2:
STUDENT TELLS YOU THAT HE MIGHT NEED ACCOMMODATIONS, HE HAS HAD THEM IN THE PAST, BUT HE DOES NOT HAVE A LETTER

REFER HIM TO THE ACCESSIBLE EDUCATION OFFICE
HOW WILL YOU KNOW WHAT A STUDENT NEEDS?

SCENARIO 3:
YOU OBSERVE THAT A STUDENT STRUGGLES TO COMPLETE HER EXAMS, AND SHE IS FAILING DUE TO TEST PERFORMANCE; HOWEVER, HER CLASS PARTICIPATION IS GREAT AND SHE DISPLAYS UNDERSTANDING DURING OFFICE HOURS

→ REFER HER TO THE AEO

→ REFER HER TO THE COUNSELING CENTER
SCENARIO 4:
A STUDENT IS JUST TRYING TO TAKE ADVANTAGE OF THE SYSTEM AND GET ACCOMMODATIONS EVEN THOUGH HE DOESN’T NEED THEM

→ WHAT? WE DON’T HAVE STUDENTS WHO WOULD DO THAT!

→ STUDENTS GENERALLY STRIVE TO USE THE MINIMAL ACCOMMODATIONS NECESSARY
HOW WILL YOU KNOW WHAT A STUDENT NEEDS?

• LISTEN TO THE STUDENT—THEY ARE THE MOST VALUABLE RESOURCE

• LEARN ABOUT YOUR STUDENT’S PARTICULAR NEEDS FOR ACCOMMODATION

• ASK FOR SUPPORT FROM THE AEO
HOW YOU CAN SUPPORT ACCESSIBILITY AT AUB:

• PLAN YOUR COURSES WITH LEARNING DIFFERENCES IN MIND AND USE A MULTI-MODAL APPROACH (UNIVERSAL DESIGN OF INSTRUCTION)

• INCLUDE STATEMENT IN SYLLABUS

• CREATIVITY IS KEY!

• ENCOURAGE PEER-TO-PEER SUPPORT WITHIN YOUR CLASSROOM

• REFER STRUGGLING STUDENTS TO AEO OR COUNSELING CENTER AS EARLY AS POSSIBLE

• BE AN ADVOCATE FOR ACCESSIBILITY WITHIN YOUR DEPARTMENT
QUESTIONS??

HOW TO CONNECT:

MELISSA NORTON
WEST HALL, 314
PHONE: X3246
ACCESSIBILITY@AUB.EDU.LB
AUB.EDU.LB/SAO/ACCESSIBLE_EDUCATION