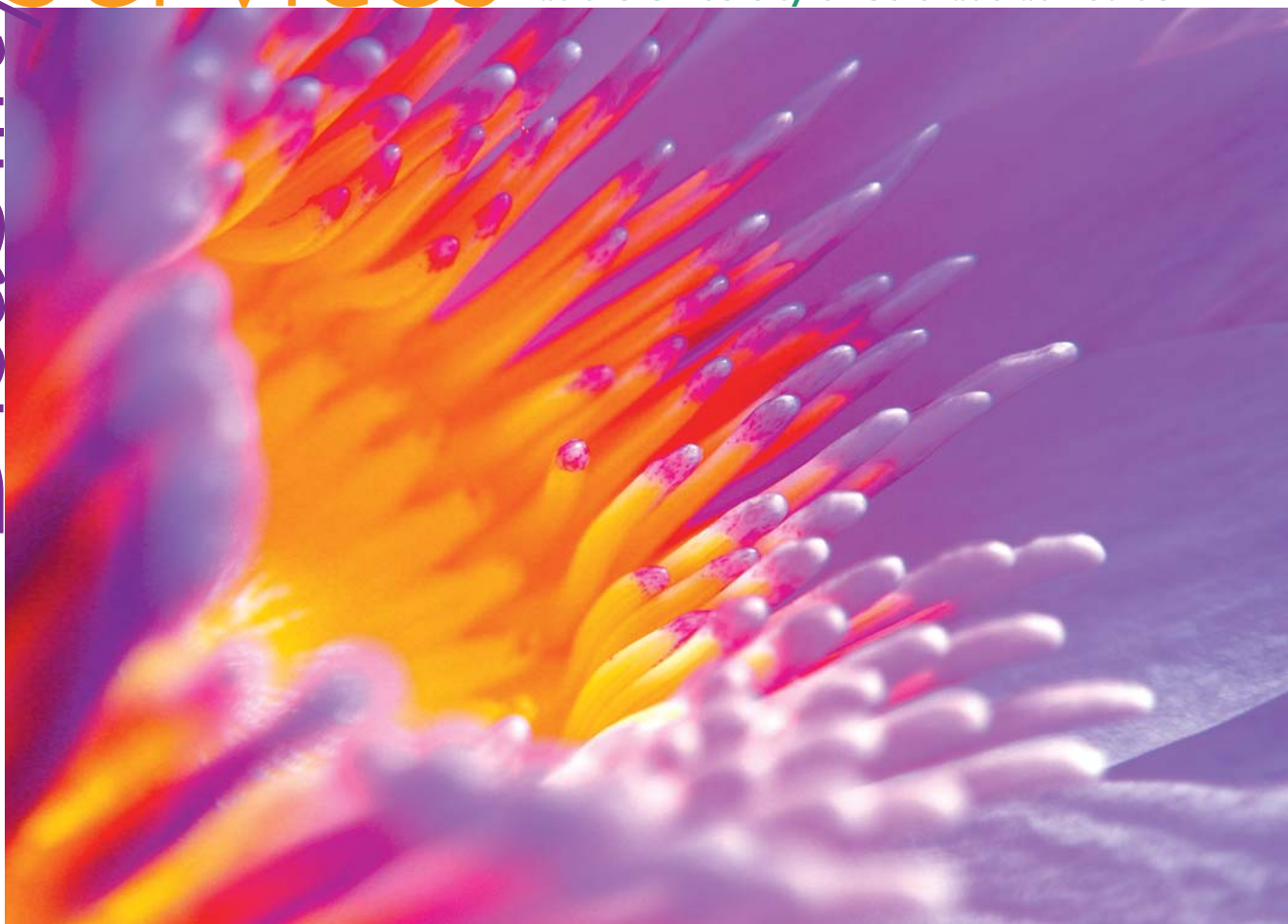


Disability Services

at the University of Colorado at Boulder



Introduction

Mission Statement

Our mission is to provide students with disabilities the tools, reasonable accommodations, and support services to fully participate in the academic environment. Furthermore, our mission is to promote an accessible and culturally sensitive campus through outreach and by building partnerships within the university community and beyond.

Philosophy

We work cooperatively with students as they develop self-awareness and independence, learn self-advocacy, and create a network of resources. Our services are based on evaluation of each individual's diagnostic/assessment information. We address students' needs and concerns on a case-by-case basis. Emphasis is placed on developing strategies so that students feel empowered and self-reliant.

We serve a diverse group of students with disabilities; i.e., learning disabilities, ADD/ADHD, psychiatric/psychological, traumatic brain injury, physical/systemic, blind/low vision, and Deaf/hard of hearing.

Confidentiality

All academic and personal information is kept confidential in accordance with university policies and federal laws (e.g., FERPA). Therefore, disability specialists, like other university staff, are limited in the information they may provide about the student to others, including parents. Students may choose to sign a confidentiality waiver form.

Diversity

We are proud that CU-Boulder is committed to diversity and includes students with disabilities as one of the many groups that make up our campus community. A diverse community broadens our understanding and appreciation for the talents and contributions of each individual.

Nondiscrimination

Underlying all Disability Services (DS) policies and procedures is our commitment to nondiscrimination. All students who are admitted to CU-Boulder, including students with disabilities, are considered qualified to meet university requirements and expectations.

Reflection

John Adams
Glenwood Springs
Oil pastels

John uses oil pastels in the golds and reds of autumn. His favorite pastime is painting and photographing landscapes.



Admission and Academic Requirements

Admission

All application materials should be submitted to the Office of Admissions at CU-Boulder. For more information, visit www.colorado.edu/prospective. Students with disabilities must meet the same admission requirements as other students. There is no special admission process. Students who want services from DS must submit documentation of a disability. See Accessing Disability Services.

Academic Requirements

All students must follow university policies and procedures and meet the graduation requirements of their particular college. Waivers, changes in course requirements, or grade changes based on disability are not available. All students are expected to follow the Student Conduct Code. For more information on university policies, visit www.colorado.edu/policies.

Foreign Language and Mathematics Requirements

Students with certain disabilities are often concerned about meeting the foreign language or mathematics requirements. Regardless of a history of difficulty or evaluator recommendation, completion of these requirements is expected.

There are several options for meeting foreign language requirements. One option, the Modified Foreign Language Program, is available to qualifying students. The Center for Language and Learning determines student eligibility for this program. Discuss the foreign language requirements with your disability specialist for additional information.

There are various options for meeting mathematics requirements. Check with your disability specialist for suitable course offerings as well as tutoring options on campus.



Winken, Blinken & Nod

Ann Elizabeth Cunningham, Golden Sculpture

Classic fairy tales inspire Ann's work. Her pictorial sculptures retell these stories in a variety of media, often accompanied by music, voice, and video. Ann credits art as a way to impart an appreciation of the means, methods, and capabilities of others with sensory differences.

Accessing Disability Services

Step 1: Submit Documentation of a Disability

All students requesting services and/or accommodations must submit documentation of a disability to DS. Documentation should meet the DS requirements found at www.colorado.edu/disabilityservices/doc.html. The student may mail, fax, or bring documentation to:

Disability Services
University of Colorado at Boulder
322 Willard
107 UCB
Boulder, CO 80309-0107
Fax: 303-492-5601

Note: Documentation may be submitted prior to admission. However, it is not reviewed until the student contacts DS to request a review after being admitted.

Step 2: Schedule and Complete Intake

Once the documentation of a disability has been submitted, the student should schedule an intake appointment. Appointments are generally scheduled five business days after the request to allow staff to review the documentation.

All students must complete an intake with a disability specialist in order to activate services and/or accommodations. At this initial meeting, the specialist will explain the procedures for receiving services and accommodations.

There are three ways a student can schedule an intake appointment:

- Call 303-492-8671
- E-mail dsinfo@colorado.edu
- Schedule in person at Willard 322

Completing Intakes During Summer

New students may wish to complete their intakes during the summer months, particularly when they are on campus for summer orientation. Students who wish to schedule an intake during orientation are required to submit their documentation to DS ahead of time. To make the intake appointment, students should call DS on the first day of orientation. The office will then schedule a time that does not conflict with orientation activities.

Deaf and Hard-of-Hearing Students (DHHS)

DHHS students who are requesting captioning or interpreting accommodations must notify a DHHS specialist at least four weeks prior to the start of their first semester. See How to Contact Us.

Students Seeking Materials in Alternate Format

Students needing alternate access to print materials must notify a DS specialist at least four weeks prior to the start of their first semester. See How to Contact Us.

Services and Accommodations

Our services and/or accommodations are intended to provide equal educational opportunity through programmatic access to the Boulder campus community. Students may qualify for services even if their documentation does not support the need for an accommodation. There are no fees for services and/or accommodations with the exception of LD diagnostic testing.

Services may include:

- Meetings with a specialist to develop learning strategies (e.g., study skills, time management, problem solving, test preparation)
- Advocacy
- Academic advising assistance (does not replace main academic advisor)
- Assistive technology (e.g., alternate writing tools, different print formats, adaptive workstations)



Six Days

Uzi Buzgalo, Superior
Acrylic on thick paper

Uzi was the only deaf child in Afula, Israel, where he grew up. He used drawing as a way to communicate with others. His art, which has been exhibited around the world, depicts the language and culture of deaf people.

- Career Program for Students with Disabilities
- Referrals to other university and community resources
- Screening for any university student who is uncertain whether an assessment for a disability is warranted
- Learning disability diagnostic testing and interpretation (fee based)

Accommodations may include:

- Exam accommodations
 - Extended time
 - Distraction-reduced testing environment
 - Use of word processor and/or spell check
 - Readers
 - Scribes
- Communication accommodations
 - Interpreters
 - Real-time captioning
 - Assistive listening devices
 - Notetakers
- Other adaptive accommodations/auxiliary aids
 - Alternative text formats (e.g., audio, books on CD, Braille)
 - Speech to text/Text to speech (e.g., Dragon, WYNN)
 - Adaptive computer access (e.g., JAWS, Zoomtext)

The services and/or accommodations CU-Boulder provides may be different from those the student has received previously. In addition, certain accommodations may not be approved or may not be appropriate at the post-secondary level, even if they were recommended by an evaluator or received in the past.

How Are Accommodations Determined?

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 criteria are used in determining accommodations. *Disability* is defined as a physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. Accommodations are determined by the *current impact* of a disability. The questions below must be answered “yes” for a student to receive an accommodation.

- Has the student provided documentation that meets established criteria?
- Does the student have a disability as defined above?
- Is there evidence of *current impact* and support for each requested accommodation?
- Is the student “otherwise qualified” for the course or program? That is, the student
 - meets the academic prerequisites and technical standards
 - can perform the essential components with or without accommodations
- Is the requested accommodation reasonable? That is, the accommodation must not
 - alter the essential components of the curriculum or program
 - pose a threat to personal or public safety
 - impose an “undue hardship” on the university (i.e., an undue financial or administrative burden)
 - be of a personal nature (e.g., personal assistant for home care)

Grant Street

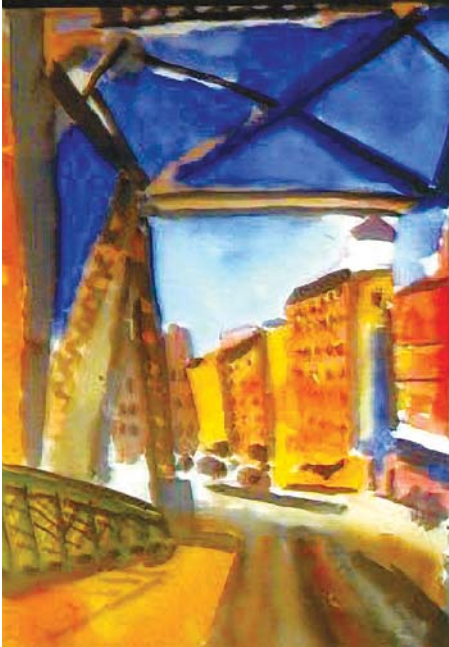
Nancy Rourke, Loveland

Oil on canvas

“My eyes are my ‘ears’ and my hands are my ‘communicator.’ I paint from what I see.” Nancy was born and raised in San Diego and was diagnosed with deafness at age six. At an early age she discovered her love of art and eventually received a master of fine arts degree from the Rochester Institute of Technology. Nancy has exhibited in deaf artist shows at the National Gallery of Art in Washington, D.C., and in Los Angeles.



Rights and Responsibilities Related to Academic Accommodations



Entrance to LoDo

Steve Cohen, Denver
Watercolor

“The very act of painting has saved me from the pain of diminishing hope. When I’m painting, the universe is reduced to only me and the paper and canvas.”

Steve, who has Parkinson's Disease, knew that he wanted to be an artist at the age of 13, when his aunt took him to the Museum of Modern Art.

Eligible students, faculty, and Disability Services staff all have rights and responsibilities related to reasonable accommodations in a post-secondary setting. The process requires collaboration among these three groups.

Students must provide their documentation to DS, initiate the request for services and/or accommodations in a timely manner, follow established DS policies and procedures, communicate with faculty regarding approved accommodations, and work with their disability specialist as needed.

Faculty must provide accommodations as noted in the letter from DS, refer students to DS when necessary, and confer with DS regarding essential components of a course, concerns about exam proctoring, or other disability related issues.

Disability Services must respond in a timely manner to students who request services and/or accommodations, determine reasonable accommodations, provide accommodations to qualified students, monitor the university’s compliance with disability matters regarding students, and continue a collaborative partnership with faculty and administration in meeting the needs of students.



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u.w.college.edu/studentgroups/wh

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Transition from High School to University

Students with disabilities often face additional transitional changes at the post-secondary level.

	High School	University
PRIMARY LEGISLATION	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.	Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.
ASSESSMENT	School conducts assessment and provides student with documentation of disability.	Student must provide current documentation of disability by a qualified professional.
SERVICES AND MEETINGS	School initiates services and sets up meetings for student (e.g., IEP, 504).	Student initiates requests for services, accommodations, and meetings with university staff.
EDUCATIONAL GOALS	School often creates and monitors progress for student.	Student develops and monitors own progress.
COURSE WORKLOAD	May be modified.	Will not be modified.
HOMEWORK	May consist of one to two hours of study time per day, much of it done in class.	Student can expect to study two to three times the number of hours spent in class per week.
READING	Requirements for classes may be done with minimal outside work.	College is a reading-intensive environment—analytical skills are required.
ACCOMMODATIONS	Determined by broader educational and legal mandates.	Determined by impact of disability, qualified individual, and essential components of course.

The Artists

The artists represented in this brochure are all Colorado residents and members of the VSA arts Artists Registry.

VSA arts is an international nonprofit organization that showcases the accomplishments of artists with disabilities and promotes increased access to the arts for people with disabilities. Each year millions of people participate in VSA arts programs through a nationwide network of affiliates and in more than 60 countries around the world.

The staff of Disability Services hopes you enjoy the inclusion of artwork in our brochure. We are grateful to the Colorado artists who have agreed to share their images. We promote the idea that in the journey through life, everyone should have the opportunity to “Discover Your Abilities.”

*Cindy Donahue
Director, Disability Services
University of Colorado at Boulder*

The artists' contact information is available on our website at www.colorado.edu/disabilityservices/artists.

On the front cover :

Flirtation

Sharon Gatrell Meriash, Denver
Botanical photography

“To see beyond the obvious is the goal of my work. If I can change how you see a simple flower, maybe I can change how you see the world and the disabled.” Sharon has a brain injury from an auto accident 10 years ago.



Young Arabian

Alonzo Clemons, Boulder
Bronze Sculpture

Alonzo works in wax and clay, using only his hands and fingernails to create his sculptures. His specialty is animal figures, which he renders with spectacular speed, accuracy, and artistic beauty. Alonzo is recognized as one of the world's few living prodigious savants.

How to Contact Us

Disability Services
University of Colorado at Boulder
322 Willard
107 UCB
Boulder, CO 80309-0107

DSInfo@Colorado.edu
Main Office: 303-492-8671
Fax: 303-492-5601

www.colorado.edu/disabilityservices

Deaf /Hard-of-Hearing Coordinator: 303-492-4124 VP/TTY

Assistive Technology Lab Coordinator: 303-492-8672

Campus Accessibility Guide:

www.colorado.edu/disabilityservices/accessguide.html

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.

Portions of this brochure are made possible thanks to generous donations to our department.

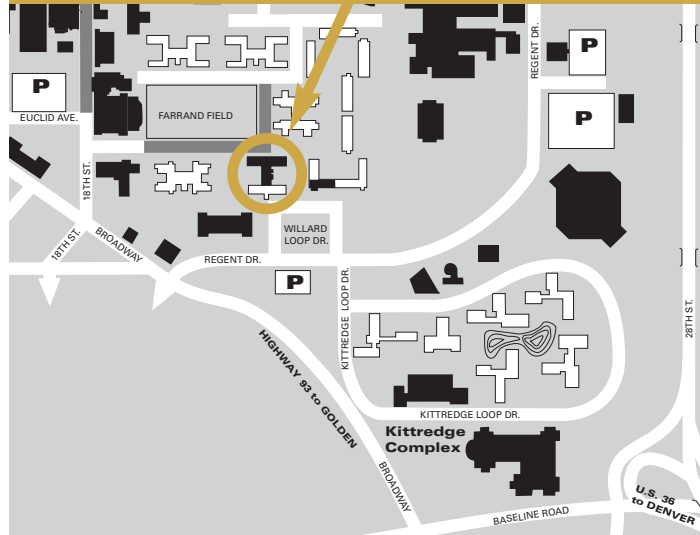
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Directions

Disability Services is located in the Willard Administrative Center, on the north side of Regent Drive just beyond the staff parking lot. Metered disability parking is available on the east side of Willard and in the Willard Loop (a hang tag must be displayed). Access is through the east door of the building.



Colorado

University of Colorado at Boulder

Disability Services

107 UCB

Boulder, CO 80309-0107

Discover
Your
Abilities