

# ACCESS ASSESSMENT

*Developed for Access Abroad by Disability Services and The Learning Abroad Center at the University of Minnesota.*

***YOUR NAME*** \_\_\_\_\_ ***DATE*** \_\_\_\_\_

***PROGRAM NAME/ORGANIZATION*** \_\_\_\_\_

## INTRODUCTION

In order to provide students with disabilities with the most accurate information possible on overseas accommodation possibilities, we ask that you assist us in completing the following questionnaire for your site. 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 Learning Abroad Center  
230 Heller Hall  
University of Minnesota  
Minneapolis, MN 55455  
USA

Fax: 612-626-8009

## 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 disabilities:** A statement of a DSM-IV 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.

### **Learning and**

**Attentional 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.

**Chronic systemic:** 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 your culture's attitude towards individuals with disabilities?

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Please describe previous experiences, if any, your program or institution has had with students with disabilities. What has worked well when you have hosted students with disabilities at your site? What are your concerns about hosting students with disabilities?

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Please respond to the following specific questions:

Background	Yes	No	Comments
Do people with disabilities participate in daily activities (work, school, etc.)?			
Does the government have any official policies regarding individuals with disabilities?			
Do you currently have students with disabilities studying at your university/institution?			
Is there disability services office on campus or in the community?			
If yes, is there a fee to use these services?			

## 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.

### 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?

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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.)?

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

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Please respond to the following specific questions:

<b>Academics and Classroom Accommodations</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Could faculty members assist the student in identifying volunteer note takers?			
Would faculty allow their lectures to be recorded as a reasonable accommodation?			
Could a separate room to take exams be arranged?			

<b>Academics and Classroom Accommodations</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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 in the classroom?			

## **Housing and Dining**

Of the housing options that are offered at your site, which do feel can most easily be made accessible for a student with a physical disability or a sensory impairment?

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Please respond to the following specific questions:

<b>Housing and Dining Accommodations</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Is there a service available to assist students with disabilities in finding accessible housing?			

<b>Housing and Dining Accommodations</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Could wheelchair accessible housing be made available?			
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?			

**Other Accommodations**

How far do students typically travel between student housing, dining facilities, and classes? Describe access to transportation for students and how people who use wheelchairs gain access.

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Are there internship sites that could provide accommodations to students with disabilities (e.g. wheelchair accessible, etc.)?

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

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Please discuss any assistive technology available (e.g. Braille printer, screen magnification software, Kuzweil 3000, etc.).

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Please respond to the following specific questions:

<b>Other Accommodations</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Are computer labs available?			
Could computer labs be wheelchair accessible?			
Is Internet access available?			
Do students have access to library facilities?			
Could assistance be available to help access library materials?			
Could library facilities be made wheelchair accessible?			

**Additional Comments**

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

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**PERSONAL INFORMATION**

Your name \_\_\_\_\_ Position \_\_\_\_\_

Organization \_\_\_\_\_ Telephone \_\_\_\_\_

Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Address \_\_\_\_\_

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**Thank you for completing this survey!**