



# D.S.S. News

Disability Services for Students \* Division of Student Affairs \* Bowling Green State University \* Spring 2003

## Disability Services for Students

The Office of Disability Services for Students helps provide equal access and reasonable accommodations to Bowling Green State University students with disabilities, and serves as a resource for faculty and staff. The office is located in 413 South Hall.

The Disability Services Office staff members are willing to present to classes and organizations on a variety of disability-related topics. Please contact the office to schedule a presentation. Additionally, the office has a collection of videos and other resources that are available for faculty, staff, and student use.

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*Over 500  
BGSU  
students have  
self-disclosed  
as having a  
physical,  
visual,  
hearing,  
speech,  
learning, or  
psychiatric  
disability.*

## Campus Physical Accessibility

The Office of Design and Construction has finished Phase 2 of ADA Upgrades. This is part of an ongoing effort to make the University accessible to all persons with disabilities (as required by the Americans with Disabilities Act of 1990). Recently completed projects include wheelchair ramps at Jerome Library and Moore Musical Arts Center.

In addition, the University is currently starting Phase 3 of ADA upgrades. Scheduled projects include: Moseley and University Hall ramp, new railing on the north side of McFall, accessible unisex toilet in Moseley Hall, automatic doors in the breezeway between Moseley and University Hall, steel platforms and increased signage to elevators and accessible areas in the football stadium, an elevator upgrade in Mileti, and a new ramp on the west side of South Hall. If you have questions or concerns regarding campus physical accessibility, please contact Disability Services for Students at (419) 372-8495.

## Congratulations

- ★ Congratulations to Dr. Rob Cunningham, Director of Disability Services for Students – Rob received his doctorate in Higher Education Administration at the December commencement ceremony!
- ★ Congratulations to Laura Whalen, Adapted Materials Specialist – Laura gave birth to a beautiful baby boy on February 24, 2003!



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## Faculty Information

It is important that faculty members are aware of the policies and procedures for providing accommodations to students with disabilities. In order for students to receive protection from discrimination under the law and to receive reasonable accommodations, students must present documentation to the Disability Services for Students Office.

Once the student is registered with the Disability Services Office, he or she will receive a form letter to share with each instructor. The form letter will explain the specific accommodations for which that student is eligible during the semester. It is the student's responsibility to present his/her professor with this letter at the start of each semester. Due to many legal and ethical concerns, faculty members should not

provide accommodations for students claiming to have disabilities, until they have received a letter from the Disability Services for Students Office.

It is also important for faculty to understand what is and what is not discriminatory. It is not discriminatory to:

- ◆ Apply the same essential standards of performance or achievement, timeliness, and rules regarding conduct to students with disabilities as applied to everyone else.
- ◆ Not make a substantial change in an essential element of the curriculum in order to accommodate a student.

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## The Faculty Room

Disability Services for Students encourages all instructional staff to visit The Faculty Room [www.washington.edu/doi/Faculty](http://www.washington.edu/doi/Faculty), a wonderful on-line resource for faculty and administrators in postsecondary institutions nationwide. The Faculty Room includes comprehensive information on topics such as:

- Academic accommodations for students with disabilities
- Universal design of instruction
- Equal access to computer technology and the Web
- Rights and responsibilities of students with disabilities and faculty

### Accommodated Testing

*Extended time, readers, scribes, etc. may be facilitated through the Disability Services for Students Office. Our office hours are Monday – Friday, 8:00am – 5:00pm. If we cannot facilitate your testing needs, the approved accommodations still need to be provided by the instructor or another staff member from the academic department.*

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## Learning Disabilities

Many students at B.G.S.U. have learning disabilities, otherwise known as “hidden” disabilities. Learning disabilities are diagnosed when an individual's achievement on individually administered, standardized tests in reading, mathematics, or written expression is *substantially below* that expected for age, schooling, and level of intelligence. Specific learning disabilities include: disorder of written expression, reading disorder (formerly known as dyslexia), auditory perceptual impairment, and visual perception impairment. Other “hidden” disabilities include attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), traumatic brain injury (TBI), and psychiatric disorders. Disability Services for Students provides descriptions of learning disabilities and other types of disabilities in *Students With Disabilities: A Faculty Resource Guide*. Each department was provided with this guide. If your department does not have a copy and would like to request one, please contact our office.

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## Epilepsy – First Aid for Seizures

*Reprinted with permission from the Epilepsy Center, Toledo, OH*

Epilepsy is a neurological disorder of the central nervous system, causing a person to have seizures. Onset of seizures can be a result of head injury, infection, fetal trauma or developmental disorder, high fever and other non-specific causes. Over two million people in the U.S. have epilepsy, with over 13,000 people in Northwest Ohio. Each year 125,000 new cases of epilepsy are diagnosed, of which 30 percent are children. Anyone could develop epilepsy, including you or someone you love.

### Different types of seizures:

#### **Generalized Tonic-Clonic Seizure – Grand Mal**

*(usually lasts less than 4 minutes)*

The person may fall, stiffen, and make jerking movements. Pale or bluish complexion may result from difficult breathing.

#### **Complex Partial Seizures – Temporal Lobe or Psychomotor**

*(may last as long as 15 minutes)*

The person may stare, fail to respond or respond inappropriately to questions; sit, stand, or move about aimlessly; smack lips, chew, pick at clothing, pull hair or show other purposeless behavior.

#### **Generalized Absence Seizures – Petit Mal**

*(5 to 30 seconds)*

The individual experiencing a generalized absence seizure may appear to be “daydreaming.” Eyelids may flutter and eyes may roll. Little first aid is required when the seizure occurs. However, because of the unobtrusive nature of these seizures they often go undiagnosed and lead to generalized tonic-clonic seizures. If you suspect someone may be having generalized absence seizures, bring it to the attention of the appropriate individual.

### ***What to do if someone is having a seizure:***

- ✓ If possible, notice the time when the seizure begins and the length of the seizure.
- ✓ Keep calm; the person is usually not suffering or in danger.
- ✓ Stay with the person during the seizure.
- ✓ Clear the area of hard or sharp objects and gently steer the person away from potential danger.
- ✓ Speak calmly to the person.
- ✓ **DO NOT PUT ANYTHING INTO THE PERSON'S MOUTH!**
- ✓ Stay with the person until he or she is fully alert and explain what has happened.
- ✓ If the person is injured during the seizure or the seizure does not pass, get medical help!

For more information on epilepsy and first aid for seizures, contact the Epilepsy Center, 5405 Southwyck Blvd., Ste. 100, Toledo, OH 43614; PH: 419-867-5950 or 1-800-589-5958; [www.epilepsycenter.org](http://www.epilepsycenter.org).



## **C.A.R.E. – Student Organization**

C.A.R.E. (Concerns, Awareness, Representation and Education for disability issues) is a student organization committed to representing the needs and concerns of students with disabilities and increasing awareness of disability issues on this campus. C.A.R.E is open to students with and without disabilities, and meetings are held weekly on Tuesday nights at 8:00pm. C.A.R.E. members are busy creating a website and planning events for Disability Awareness week, April 14-18<sup>th</sup>. For information on how to join C.A.R.E., contact the Disability Services for Students Office at (419) 372-8495 or [lkessle@bgnnet.bgsu.edu](mailto:lkessle@bgnnet.bgsu.edu).

## Website Accessibility

According to the Americans with Disabilities Act of 1990 and Section 508 of the Rehabilitation Act, students with disabilities must have full access to programs, including distance and Web-based information access. The criteria for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium ([www.w3.org](http://www.w3.org)). Many of these provisions ensure access for people with vision impairments who rely on various assistive products to access computer-based information, such as screen readers, which translate what is on a computer screen into automated audible output, and refreshable Braille displays. Certain conventions, such as verbal tags or identification of graphics and format devices, like frames, are necessary so that these devices can "read" them for the user in a sensible way. The standards do not prohibit the use of web site graphics or animation. Instead, the standards aim to ensure that such information is also available in an accessible format. Generally, this means use of text labels or descriptors for graphics and certain format elements.

**Each BGSU department/office is legally mandated and responsible for ensuring that their website complies with the mandates for access and compliance.** BGSU's website accessibility requirements can be found at [www.bgsu.edu/offices/execvp/wag/access.html](http://www.bgsu.edu/offices/execvp/wag/access.html).

### Other resources include:

- World Wide Web Consortium – Web Accessibility Initiative Site: [www.w3.org/wai](http://www.w3.org/wai)  
*This is the flagship for Web access. Besides in-depth information, it offers a short 10-bullet list of quick Web for Web access.*
- DO-IT: [www.washington.edu/doi/Resources/web-design.html](http://www.washington.edu/doi/Resources/web-design.html)  
*This site includes a listing of Internet resources for accessible Web design.*
- Electronic and Information Technology Accessibility Standards: <http://www.access-board.gov/sec508/508standards.htm>  
*This site specifies the Architectural and Transportation Barriers Compliance Board (Access Board) accessibility standards.*
- "Bobby": <http://bobby.watchfire.com/bobby/html/en/index.jsp>  
*This site tests your site's accessibility. Consult the Accessibility page to find ways to make your site more accessible.*

**If you would like to receive this publication in an alternative format (e.g. large print, cassette, or in Braille) please contact Disability Services for Students at (419) 372-8495 or TTY (419) 372-0582.**

*Are you planning a campus-wide event? Is it accessible to individuals with disabilities? Please contact DSS for guidelines on planning accessible events.*

CAMPUS  
MAIL