

**ACCESS ABROAD: SUPPLEMENTAL ACCOMMODATION REQUEST FOR STUDENTS TRAVELING ON TCSP-SPONSORED INTERNATIONAL EDUCATION**

SUBMIT COMPLETED FORM TO:

[access@thechicagoschool.edu](mailto:access@thechicagoschool.edu)

STUDENT NAME: \_\_\_\_\_ STUDENT ID #: \_\_\_\_\_

TCSP E-MAIL: \_\_\_\_\_ PHONE #: \_\_\_\_\_ CAMPUS: \_\_\_\_\_

TERM AND YEAR OF TRAVEL: \_\_\_\_\_ DEGREE LEVEL: \_\_\_\_\_ PROGRAM: \_\_\_\_\_

STUDY ABROAD / FIELD EXPERIENCE LOCATION: \_\_\_\_\_

**INSTRUCTIONS FOR THE ACCESSIBILITY COORDINATOR:**

Together with the student, please review the entire Access Abroad Request Form. (There is no need, however, to complete pages that do not apply to the student's disability) and place a check on each line that best describes the student's accommodation needs.

Indicate whether the accommodation is essential (must have) or preferred (would like to have). Please be certain that "essential" is restricted to those services which the student must have in order to participate in international education programs or international field experiences.

Provide further details on the line provided after each question. Sites vary greatly on the types of accommodations possible. Providing details and possible alternatives help the sites arrive at creative solutions.

**INSTRUCTIONS FOR FACULTY LEADS:**

Attached please find a list of accommodations requested for the above referenced student. The Accessibility Coordinator has worked with this student to determine what accommodations are essential for his/her participation on this particular study abroad program. Please do the following:

- Review the student's accommodation needs. Please note: Only the completed pages appropriate to this specific student, have been included. In addition, a list of definitions for terms used in this form is included at the end of the checklist.
- Use the Response Form at the end of this document to comment on the accommodations that you feel you can provide. Feel free to attach additional pages if needed.
- Forward your response to the appropriate Accessibility Coordinator.

**NOTE:** This form should be completed and submitted to the Accessibility Coordinator **at least six (6) weeks or more** prior to the study abroad program or field experience start date in order for staff to have sufficient time to determine accommodation possibilities.

**BACKGROUND INFORMATION:**

Since the type of disability which a student may have can vary greatly, the type of accommodations needed can also vary significantly. Below please find descriptions of various types of disability recognized in the United States. Student needs vary according to each individual. Therefore, it is important for the participating student to clarify the particular accommodations needed.

The term **disability** is defined in the United States as impairment that significantly limits or restricts a major life activity including (but not limited to) hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, or learning. The seven types of disabilities addressed in this checklist are:

<b>Chronic Systemic Condition</b>	Can affect one of more of the systems of the body. This includes (but is not limited to) cancer, diabetes, epilepsy, HIV/AIDS
<b>Hearing Disabilities</b>	Includes (but is not limited to) students who have difficulty hearing, have lost hearing in one ear, or are completely deaf.
<b>Learning Disabilities</b>	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 (but is not limited to) such conditions as dyslexia and dysgraphia, and can be extended to Attention Deficit Disorder.



<b>Mobility Disabilities</b>	Range from very limited stamina to paralysis of the lower extremities. Conditions that may cause a mobility disability include (but are not limited to) arthritis, back disorders, cerebral palsy, spinal cord injuries, and neuromuscular disorders.
<b>Psychiatric Disabilities</b>	Diagnosis of a mental illness from a licensed professional. This includes (but is not limited to) depression, bipolar disorder, anxiety disorders and schizophrenia.
<b>Vision Disabilities</b>	Includes (but not limited to) low vision, total blindness, and partial sight such as impaired field of vision.
<b>Brain Injury</b>	Results from injury to the head. May cause impairment in mobility, sight, hearing, speaking, personality, and/or thinking.

**ACCESSIBILITY COORDINATOR TO COMPLETE:**

<b>MOBILITY DISABILITIES</b>			
	<b>Essential</b>	<b>Not Needed</b>	<b>List Details</b>
<b>CLASSROOM</b>			
Wheelchair accessibility			
Short walking distance between buildings			
Lab and/or Library Assistant			
Scribe			
<b>HOUSING</b>			
Wheelchair accessibility			
Electricity adapter for motorized scooter			
Short walking distance to classes & activities			
Shower with bench			
Grab bar and adjusted height toilet stool			
Assistance in dining area for carrying trays, cutting food, etc.			
Personal attendant services to assist with bathing, dressing, shopping, and cooking (Indicate type and amount of time)			
Housing for personal attendant			
<b>TRANSPORTATION</b>			
Wheelchair accessible (transportation equipped with a lift)			
Short walking distance to transportation from classes, housing and activities			
Personal attendant services to assist with transportation (Indicate type and amount)			

<b>OTHER (SPECIFY)</b>			

**VISION DISABILITIES**

	<b>Essential</b>	<b>Not Needed</b>	<b>List Details</b>
<b>CLASSROOM</b>			
Materials in Braille			
Materials in large print			
Materials on computer disk			
Materials on audio recordings			
Service dog allowed in all areas			
Audio textbooks			
Reader			
Scribe			
Note taking			
Braille signage for buildings, elevators, & classrooms			
Guide (orientation/mobility assistance) on campus (Indicate amount of time)			
Verbal description of visual information			
<b>TEST ACCOMMODATIONS</b>			
Extra time			
Reader			
Scribe			
Guide (orientation/mobility assistance) (Indicate amount of time)			
<b>OTHER (SPECIFY)</b>			

<b>HEARING DISABILITIES</b>			
	<b>Essential</b>	<b>Not Needed</b>	<b>List Details</b>
<b>CLASSROOM</b>			
Note-taking services			
Sign language interpreters in one-on-one situations			
Sign language interpreters in group settings			
Language used (American Sign Language, PSE, other) (specify)			

Induction loops or similar technologies Captioned videos			
Real time translation/ captioning			
TTY (telephone for deaf users)			
Volume control for telephone			
<b>HOUSING</b>			
Visual alert systems for telephone, doorbell, and fire alarm			
Volume control for telephone			
TTY (telephone for deaf users)			
Sign language interpreters in one-on-one situations			
Sign language interpreters in group settings			
Language used (American Sign Language, PSE, other) (specify)			
Captioned television			
<b>OTHER (SPECIFY)</b>			

<b>OTHER DISABILITIES</b> (e.g. Psychological disabilities, Attention Deficit Disorder, Learning Disabilities or other chronic health conditions)			
	<b>Essential</b>	<b>Not Needed</b>	<b>List Details</b>
Note taking services			
Tape record lectures			
Audiobooks			
Obtain syllabi several weeks in advance			
Modified deadlines for assignments and			
Alternative ways of completing assignments (e.g. oral			
<b>TEST ACCOMMODATIONS</b>			
Scribe			
Extra Time			
Given Orally			

Calculator			
Special examination facilities (e.g. low distraction environment)			
<b>HOUSING</b>			
Refrigeration for prescribed medication			
Provisions to accommodate special dietary needs (specify)			
<b>OTHER (SPECIFY)</b>			
<b>GENERAL DISABILITY INFORMATION</b>			
<b>CAMPUS-WIDE SERVICES</b>			
Academic support services (e.g. writing assistance, tutoring)			
Access to prescribed medication & medical staff to administer any necessary injections.			
<b>OTHER (SPECIFY)</b>			

<b>ASSISTIVE TECHNOLOGY</b>			
	<b>Need to Use</b>	<b>Could Bring Mine</b>	<b>List Details</b>
Scanner			
Braille printer			
Text magnification software			
Large screen for reading magnified print			
CCTV (magnifies hard copy print)			
Speech output software (specify software needed and			
Voice recognition system			
Recording device			
Braille note taking device (e.g. Braille'n'Speak)			
Adaptive keyboard and mouse			
Computer operating system needed (specify)			
Other			

**NOTE:** Medications available in the US are often not available overseas and cannot be mailed from the US to an overseas location. Students must bring sufficient medication with them or investigate in advance whether their medication can be obtained abroad.

**GENERAL DISABILITY INFORMATION:**

**FLIGHT CONSIDERATIONS**

Students who require accommodations on airlines should contact the airline directly to make arrangements. Learn more at <https://www.transportation.gov/airconsumer/passengers-disabilities>

**SAFETY CONSIDERATIONS**

Please describe any safety and/or health considerations you anticipate for field trips and excursions.

**GENERAL COMMENTS:**

Please add any additional comments or concerns about accommodations you may need (e.g. arrival concerns, financial resources, wheelchair repairs).

**CERTIFICATION BY STUDENT**

I recognize that some of these accommodations may not be available at international education sites, but that efforts will be made to provide alternative accommodations whenever possible. I give permission to the faculty and Educational Support Programs staff to contact the overseas staff regarding my accommodation requests. If I do not request accommodations at this time, I understand that it is my responsibility to contact Student Affairs and request accommodations if I should identify accommodation needs after I arrive at the overseas site. I understand that at that time, Student Affairs staff will contact Educational Support Programs who will work with the overseas staff and faculty and attempt to facilitate reasonable accommodations.

**STUDENT SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DEFINITIONS:**

- |                             |  |
|-----------------------------|--|
| <b>Accommodations</b>       | Modifications or adjustments to a course, program, service, or facility that enable a qualified student with a disability to have an equal opportunity to learn. |
| <b>Assistive technology</b> | Any piece of equipment that is used to increase, maintain or improve the functional abilities of a person with a disability.                                     |
| <b>Captioned</b>            | Audio portion of videotape is transcribed into writing on the edge of the screen.  |

<b>Closed-captioned</b>	Audio portion of videotape that can be displayed or hidden using special decoding equipment.
<b>CCTV (Closed circuit television)</b>	A television camera that relays a magnified image to a monitor screen; can be adjusted to whatever magnification is best for a viewer with a disability.
<b>Induction loops</b>	A device installed in a room to transmit sounds to the student.
<b>Lab assistants</b>	Assist students (who are blind or have limited hand use) with manual tasks in lab classes.
<b>Mobility orientation</b>	Assisting individuals with vision disabilities in becoming acquainted with new physical surroundings so that they can move about independently.
<b>Note Takers</b>	Take notes for students whose disabilities prevent them from taking notes themselves.
<b>Personal Aids</b>	Accommodations and aids that are personal in nature and that are generally the responsibility of the student (e.g. hearing aids, flashing light alarm clocks, etc.)
<b>Personal Attendant</b>	Assists a person with limited upper body strength or mobility to perform daily tasks such as bathing, dressing, cooking, and eating.
<b>Reader</b>	Reads material that is not available in alternative format (such as electronic, Braille, or large print) for students who are blind or learning disabled.
<b>Real-time transcription</b>	Consists of transcribing a lecture on-site and projecting it onto a screen into written language.
<b>Scanner</b>	Equipment that transforms print information into digital media so that it can be manipulated using the computer.
<b>Scribe</b>	Writes down what blind or learning disabled student dictates.
<b>Service dog/guide dog</b>	A dog that has been specially trained to guide or perform tasks for a person with a disability (such as a blind or mobility impaired person).
<b>Sign language interpreter</b>	Interpret spoken language into a visual language, using hands, body movements, and facial expressions, for people who are deaf; may be needed in group settings (e.g. orientation sessions) or one-on-one settings (e.g. doctor's appointments).
<b>Speech output software</b>	The computer through a synthesized voice system reads aloud (in select languages) what appears on the screen.
<b>Test accommodations</b>	Modified administration of a test (e.g. extra time, having test read to a student, allowing the student to dictate the answers to a scribe or tape recorder).
<b>TTY (Text Telephone) or TTD (Telecommunication Device for the Deaf)</b>	A small typewriter device used by deaf individuals to have telephone conversations with hearing individuals.
<b>Voice recognition system</b>	The computer types onto the screen what is verbally spoken.
<b>Wheelchair-accessible</b>	Physical space arranged so that a person using a wheelchair would be able to use the facilities independently (e.g. elevators or ramps where there are stairs, curbs or uneven surfaces and doorways into rooms and toilets 82 cm wide with the door open 90 degrees); accessibility should be assessed in libraries, health facilities, classroom buildings, sports facilities, dining halls, computer lab buildings, residence halls, streets, transportation, etc.

### **FACULTY LEAD:**

After reviewing the student's accommodation needs, please describe what accommodations you believe could be provided for this student in the

CLASSROOM

HOUSING

TRANSPORTATION

CAMPUS-WIDE SERVICES

TECHNOLOGY



SAFETY CONSIDERATIONS

GENERAL COMMENTS

Thank you for taking the time to respond to this student's accommodation needs.  
Please fax or e-mail to [access@thechicagoschool.edu](mailto:access@thechicagoschool.edu)