

Access Abroad Checklist and Accomodation Request Form

CHECKLIST:

- Attend a **Learning Abroad 101 Workshop** to learn about program options for UH students.
- Meet with a **Learning Abroad Advisor** to narrow down your program options.
- Meet with your **Center for Student DisABILITIES** counselor to complete the Accomodation Request Form.
 - a. If you desire to participate in an affiliated or reciprocal exchange program, you should then return the form to your Learning Abroad Advisor so they can investigate program provider accomodation possibilities.
 - b. If you desire to participate in a UH faculty led program, submit the form to the Director of Learning Abroad
- Decide on your learning abroad program after receiving follow up information from Learning Abroad about accomodation possibilities. Apply to your program.
- Apply for scholarships. Learning Abroad administers the **IEFS scholarship**, but there are many other opportunities to help fund your program.
- Confirm your program accomodations with Learning Abroad and determine your contact in country for on-site reasonable accomodations.
- Prepare for departure. All students are required to attend a Learning Abroad pre-departure orientation. Continue to do research about your country and read experiences from other students with disabilities who have participated in learning abroad programs.

STUDENT INFORMATION:

Name: Click here to enter text.

PSID: Click here to enter text.

Email Address:Click here to enter text.

Phone: Click here to enter text.

TO COMPLETE WITH LEARNING ABROAD ADVISOR:

Advisor Name: Choose an item.

Advisor Signature:Click here to enter text.

Date:Click here to enter text.

Student Desired term abroad: Choose an item.

After meeting, advisor suggests following programs/locations : Click here to enter text.

ACCESS ABROAD: STUDENT ACCOMMODATION REQUEST FORM

NOTE: This form should be completed and submitted to the Learning Abroad Center contact at least 8 weeks prior to the study abroad program start date in order for staff to have sufficient time to determine accommodation possibilities.

STUDENT INFORMATION

Student's Name [Click here to enter text.](#)

Student's UofM ID (if applicable) [Click here to enter text.](#)

Email [Click here to enter text.](#)

Phone [Click here to enter text.](#)

Study Abroad Program [Click here to enter text.](#) Learning Abroad Center Contact [Click here to enter text.](#)

INSTRUCTIONS FOR U.S. DISABILITY SERVICES SPECIALIST

- Together with the student, please review the entire Accommodation Request Form. (There is no need, however, to complete pages that do not apply to the student's disability.) Please be sure to write clearly as this form will be faxed, as is, to the overseas site.
- 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 to participate overseas.
- 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 overseas sites arrive at creative solutions.
- Forward the completed form to the Learning Abroad Center contact.
- Even if the student does not require disability accommodation, please notify the appropriate study abroad staff member of the student's disability.

INSTRUCTIONS FOR LEARNING ABROAD CENTER CONTACT

Please provide your contact information above and fax the following pages overseas: Background Information, all completed pages of the Accommodation Request Form (omit pages that do not apply to the student's disability), Definitions, and the blank Response Form.

INSTRUCTIONS FOR OVERSEAS SITE

Attached please find a list of accommodations requested for the above referenced student. A Disability Specialist 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 two-page 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.
- Suggest alternative means of accommodating the student, whenever possible.
- Fax or e-mail your response to the Learning Abroad Center contact person listed above.

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 the various types of disabilities 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 she or he may need.

The term **disability** is defined in the United States as 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 checklist are:

Chronic systemic conditions	affect one or more of the systems of the body. This includes cancer, diabetes, epilepsy, HIV-AIDS.
Hearing disabilities	can range from students who have difficulty hearing, have lost hearing in one ear, or are completely deaf.
Learning 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 and dysgraphia, and can be extended to Attention Deficit Disorder.
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.
Psychiatric disabilities	diagnosis of a mental illness from a licensed professional. This includes depression, bipolar disorder, anxiety disorders and schizophrenia.
Vision disabilities	include low vision, total blindness, and partial sight such as impaired field of vision.

DISABILITY SERVICES SPECIALIST TO COMPLETE

Please briefly describe the nature of the student's disability and how this disability may impact the student's participation in study abroad programs (e.g. functional limitations).

MOBILITY DISABILITIES

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

VISION DISABILITIES

Essential Preferred Not Needed List Details

CLASSROOM				
Materials in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Materials in large print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Materials on computer disk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Materials on audio cassette recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Service dog allowed in all areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taped textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notetaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Braille signage for buildings, elevators, & classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Guide (orientation/mobility assistance) on campus (Indicate amount of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal description of visual information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TEST ACCOMMODATIONS				
Extra time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Private room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HOUSING				
Guide (orientation/mobility assistance) (Indicate amount of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assistance in reading menus, mail, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Braille signage for public housing (e.g. dormitories, apartment buildings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER (Specify)				
<u>Click here to enter text.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

HEARING DISABILITIES

	Essential	Preferred	Not Needed	List Details
CLASSROOM				
Note-taking services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sign language interpreters in one-on-one situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sign language interpreters in group settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Language used (American Sign Language, PSE, other) (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Induction loops or similar technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Captioned videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Real time translation/captioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TTY (telephone for deaf users)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Volume control for telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HOUSING				
Visual alert systems for telephone, door bell, and fire alarm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Volume control for telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TTY (telephone for deaf users)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sign language interpreters in one-on-one situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sign language interpreters in group settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Language used (American Sign Language, PSE, other) (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Captioned television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER (Specify)				
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OTHER DISABILITIES

(e.g. PSYCHOLOGICAL DISABILITIES , ATTENTION DEFICIT DISORDER, LEARNING DISABILITIES OR OTHER CHRONIC HEALTH CONDITIONS)

	Essential	Preferred	Not Needed	List Details
CLASSROOM				
Reduced courseload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notetaking services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tape record lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taped textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Obtain syllabi several weeks in Advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modified deadlines for assignments and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alternative ways of completing assignments (e.g. oral presentation instead of a written paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TEST ACCOMMODATIONS				
Scribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Extra Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Given Orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Special examination facilities (e.g. low distraction environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HOUSING				
Refrigeration for prescribed medication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provisions to accommodate special dietary needs (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER (Specify)				
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL DISABILITY INFORMATION

	Essential	Preferred	Not Needed	List Details
CAMPUS-WIDE SERVICES				
Academic support services (e.g. writing assistance, tutoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personal counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health Services (specify type of service needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Access to prescribed medication & medical staff to administer any necessary injections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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.

	Need to use Equipment there	Could bring my own	List Details
ASSISTIVE TECHNOLOGY			
Scanner	<input type="checkbox"/>	<input type="checkbox"/>	
Braille printer	<input type="checkbox"/>	<input type="checkbox"/>	
Text magnification software	<input type="checkbox"/>	<input type="checkbox"/>	
Large screen for reading magnified print	<input type="checkbox"/>	<input type="checkbox"/>	
CCTV (magnifies hard copy print)	<input type="checkbox"/>	<input type="checkbox"/>	
Speech output software (specify software needed and language)	<input type="checkbox"/>	<input type="checkbox"/>	
Voice recognition system	<input type="checkbox"/>	<input type="checkbox"/>	
Cassette tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	
Braille note taking device (e.g. Braille'n'Speak)	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptive keyboard and mouse	<input type="checkbox"/>	<input type="checkbox"/>	
Other			
Computer operating system	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL DISABILITY INFORMATION (cont.)

	Essential	Preferred	Not Needed	List Details
LIBRARY				
Private room to work with a reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Text scanner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Braille display connected to a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Computer equipped with text magnification software (CCTV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Braille display connected to a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electronic access to library via modem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Library assistance:				
Consulting the card catalogues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taking books off the shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Photocopying materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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 DISABILITY SERVICES STAFF AND STUDENT

DRC staff Completing Form [Click here to enter text.](#)

Email [Click here to enter text.](#)

Phone [Click here to enter text.](#)

Fax [Click here to enter text.](#)

I certify that the accommodations checked as essential are reasonable accommodations which would generally be provided to this student in a U.S. institution.

Signature of DRC staff _____ Date _____

I recognize that some of these accommodations may not be available at study abroad sites but that efforts will be made to provide alternative accommodations whenever possible. I give permission to the Access Abroad 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 Disability Services and request accommodations if I should identify accommodation needs after I arrive at the overseas site. I understand that at that time, Disability Resource Center staff will contact the overseas site and attempt to facilitate reasonable accommodations.

Signature of Student _____ Date _____

DEFINITIONS

Accommodations	are 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
Assistive technology	any piece of equipment that is used to increase, maintain or improve the functional abilities of a person with a disability
Captioned	audio portion of videotape is transcribed into writing on the edge of the screen
Closed-captioned	audio portion of videotape that can be displayed or hidden using special decoding equipment
CCTV (Closed circuit television)	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
Induction loops	a device installed in a room to transmit sounds to the student
Lab assistants	assist students (who are blind or have limited hand use) with manual tasks in lab classes
Mobility orientation	assisting individuals with vision disabilities in becoming acquainted with new physical surroundings so that they can move about independently
Note takers	take notes for students whose disabilities prevent them from taking notes themselves
Personal aids	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.
Personal attendant	assists a person with limited upper body strength or mobility to perform daily tasks such as bathing, dressing, cooking, and eating
Reader	reads material that is not available in alternative format (such as electronic, Braille, or large print) for students who are blind or learning disabled
Real-time transcription	consists of transcribing a lecture on-site and projecting it onto a screen into written language
Scanner	equipment that transforms print information into digital media so that it can be manipulated using a computer
Scribe	writes down what blind or learning disabled student dictates

Service dog or guide dog 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)

Sign language interpreters 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).

Speech output software the computer through a synthesized voice system reads aloud (in select languages) what appears on the screen

Test accommodations modified administration of a test (e.g. extra time, having test read to a student, allowing the student to dictate his or her answers to a scribe or tape recorder)

TTY (Text Telephone) or TDD (Telecommunication Device for the Deaf) small typewriter device used by deaf individuals to have telephone conversations with hearing individuals

Voice recognition system the computer types onto the screen what is verbally spoken

Wheelchair-accessible 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.

ACCOMMODATION RESPONSE FORM

for completion by Overseas Site

elow, please address the following issues as they pertain to (student's name) _____

Please list the name of the person whom the student should contact upon arrival to review accommodation needs. Please be sure this person introduces him/herself to the student. This contact information will be given to the participating student.

Key Contact _____ Email _____

Phone _____ Fax _____

Address _____

Please list who at your institution has been or will be informed of this student's disability-related needs, including:

NAME	TITLE	RELATIONSHIP TO STUDENT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

After reviewing the student's accommodations needs, please describe what accommodations your institution will provide for this student in the following areas.

CLASSROOM

HOUSING

TRANSPORTATION

CAMPUS- WIDE SERVICES

TECHNOLOGY

LIBRARY

SAFETY CONSIDERATIONS

GENERAL COMMENTS

Thank you for taking the time to respond to this student's accommodation needs. Please fax or email your response to your Learning Abroad Center program contact.

