Working Together:



Legal Issues

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments of 2008 prohibit discrimination against individuals with disabilities.

According to federal law, no otherwise quali-Úed individual with a disability shall, solely by reason of his or her disability, be excluded from the participation in, be denied the beneÚts of, or be subjected to discrimination under any program or activity of a public entity.

Î Quali ÚedÏ with respect to postsecondary educational services, means Î a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modiÚcations to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services. Ï

Î Person with a disabilityÏ means Î any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, and working], (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Disabilities covered by legislation include (but are not limited to) AIDS, Cancer, Cerebral Palsy, Diabetes, Epilepsy, head injuries, hearing impairments, speciÚc learning disabilities, loss of limbs, Multiple Sclerosis, Muscular Dystrophy, psychiatric disorders, speech impairments, spinal cord injuries, and vision impairments.

UW Identification and Accommodation Process

Faculty members and teaching assistants are encouraged to be responsive to the pedagogical needs of all students. However, students with disabilities may have some additional educational needs which they should discuss with each faculty member. Teaching assistants can also play an important role in making accommodations. It is helpful to include a statement on the class syllabus inviting students who have disabilities to discuss academic needs. An example of such a statement is Î To request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (voice) or 206-543-8925 (TTY). If you have a letter from DRS indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in this class. I

A student with a disability needing accommodation should provide each instructor with a letter from DRS indicating possible accommodations. The faculty member can then work with the student to make the appropriate accommodation(s) for the speciÚc class.

instead, if agreement is not reached on an accommodation, the faculty member should contact DRS for assistance.

If a student does not present a letter from DRS and does not have a visible disability, the faculty member should refer the student to DRS prior to making an accommodation for a disability.

UW faculty members are encouraged to apply universal design principles in their instruction to minimize needs for accommodations and to make their courses more accessible to all students. For more information about universal design of instruction, consult

Disability Accommodations Low Vision • Seating near front of the class • Large print handouts, lab signs, and equipment labels • Monitor connected to microscope to enlarge images • Class assignments made available in electronic format • Computer equipped to enlarge screen characters and images Blindness • Audio-recorg ³