

THE
(DIS) **ABILITY**
PROJECT

FACULTY & STAFF HANDBOOK

The (dis)Ability Project committee is proud to present the (dis)Ability Resource Guide and on-going trainings for Northeastern Illinois University's faculty, staff and administration. When I first assembled this team, a quote from Albert Einstein really struck a nerve for me, "If you judge a fish by its ability to climb trees, it will live its whole life believing it is stupid" This quote is an analogy for the education system that many Americans with disabilities encounter when attempting to achieve their goal or dream of earning a degree. This committee realizes that students who have access to the right system-wide philosophy where all learning styles are embraced will have a much higher chance at being successful in academia.

This resource guide and trainings that will be held every semester attempts to create extra flexibility and the right tools, so that access can be vastly increased, which in turn gives birth to a more successful and effective learning experience.

Dear Northeastern Community:

The (Dis)ability Project is a cross-university effort to bring awareness to the spectrum of abilities and learning styles at Northeastern Illinois University. The project has grown out of the hard work of many students, faculty and staff. This guide will serve as an important resource that supports a more welcoming and inclusive University environment for students with disabilities.

We recognize that many disabilities are invisible. In fact, Northeastern has close to 400 students who have self-identified as having a disability. Of those at Northeastern who have a disability, 44 percent have learning disabilities. This is higher than the national average.

It is important that Northeastern provides a supportive environment for all of its students. The (Dis)ability Project is collaborating with many University partners, and community organizations to ensure Northeastern has the resources necessary to benefit our students with disabilities.

As the first major step in this collaboration, the (Dis)ability Project has developed this resource guide to improve the awareness of disabilities and to establish Universal Design principles, an approach that refers to designing products and spaces so that they can be used by the widest range of people possible, as best practices.

The (Dis)ability Project and this resource guide demonstrates Northeastern's commitment to diversity and belief in access to opportunity. Northeastern is dedicated to transforming students' lives in hopes of making this an institution of choice for students with disabilities.

Thank you for all that you do to support students and their success.

Frank E. Ross III, Ph.D.
Vice President for Student Affairs

DEFINITION OF DISABILITY

NEIU uses ADA, as allowable by law.

Americans with disabilities Act (ADA)

“An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment. The ADA does not specifically name all of the impairments that are covered.”

<http://www.ada.gov/cguide.htm#anchor66477>

As well, Northeastern uses ADA as the guide to accommodations.

For further information about ADA, please refer to page 9 of the Resource Guide.

our definition of (dis)ability

Let's elevate our thinking to find ways to improve inclusivity for all students. (DIS)ABILITY is a guiding principle that puts every person's ability first, regardless of their visible or invisible, permanent or temporary impairments. By embracing this value we will increase engagement and awareness from within the university community and find new ways for our students to learn with all intelligences.

Undocumented Students

Citizenship status is not a basis for excluding disability support. Any persons in the United States that have a disability, regardless of their citizenry status, are covered by ADA, and are encouraged to come to the Student Disability Services office.

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LANGUAGE AND (DIS)ABILITY

Why is language important?

The way you categorize groups of people (i.e. using the word handicapped instead of disabilities or disabilities instead of abilities) impacts the way you interact with the specific groups of people you are referring to. Language is a very powerful tool that can either (intentionally or unintentionally) foster inclusion or exclusion.

What is person-first language?

Person first language is a common and most often accepted approach by advocates of people with (dis)Abilities. Person first language puts the person before his/her (dis)Ability. Person first language tends to stress the verb, “to have” rather than “to be”. It is argued that “have” implies possession while “be” implies identity.

What are examples of person-first language?

Professor uses a wheel chair.

She has a learning disability.

I wear glasses.

Student who receives accommodations with Student Disability Services.

Is person-first language the best and always correct way to describe a person with a (dis)Ability?

Most often, yes. However, it should be noted there are some advocates and people with disabilities who reject person-first language. Some are reclaiming historically offensive labels. Some promote the idea that disabilities is a part of a person’s identity.

Is there language to describe a person with a (dis)Ability that is absolutely non-offensive and supportive?

Use their name.

When speaking to a person using a wheelchair is it wrong for me to say, “You and I will walk down the hall.”?

Absolutely not. People use common language such as “I see your point” or “He isn’t listening to me.”, regardless of their ability to hear or see.

WHAT ARE THE TYPES OF (DIS)ABILITIES

	INVISIBLE**	VISIBLE
Permanent Disabilities	<ul style="list-style-type: none"> -ADHD -Intellectual (dis)Ability -Psychological (dis)Ability -HIV/AIDS -Dyslexia 	<ul style="list-style-type: none"> -Blindness -Mobility -Deafness -Paralysis
Temporary Disabilities	<ul style="list-style-type: none"> -Psychological -Chronic Illness 	<ul style="list-style-type: none"> -Mobility -Physical Injury

** Least Likely to self-disclose and use accommodations.

What are Visible and Invisible disabilities?

1. Visible disabilities are impairments that are more obvious to an outsider. For example, a person who uses a wheelchair or walks with a cane.
2. Invisible disabilities are not as obvious. A person may suffer from chronic pain, dyslexia, or mental illness. These disabilities may not be obvious to an onlooker, but often greatly impact an individual's daily activities.

What is the difference between Temporary and Permanent disabilities?

Temporary disabilities are either visible or invisible. Individual's lives and activities are impacted for a relatively short period of time, usually less than 6 months to a year. Individuals may experience a temporary disabilities while they recover from major surgery. These types of disabilities are not covered under the ADA.

SOCIAL MODELS

ADA sets our legal definition in the United States; however, cultural and social models of disabilities create a variety of complex definitions of disabilities that at times overlap and other times polarize the identity. While institutions follow legal protocols, cultural models and attitudes greatly influence the day to day lives of people with disabilities – in the classrooms, programs and services.

Cultural models such as the medical model, approach disabilities as mainly a pathology that resides within the individual, or as a label to identify an individual in conjunction with their diagnosis.

Contrarily, the social justice model describes disabilities as the interaction between the individual and society. The below chart identifies the viewpoint of the two models.

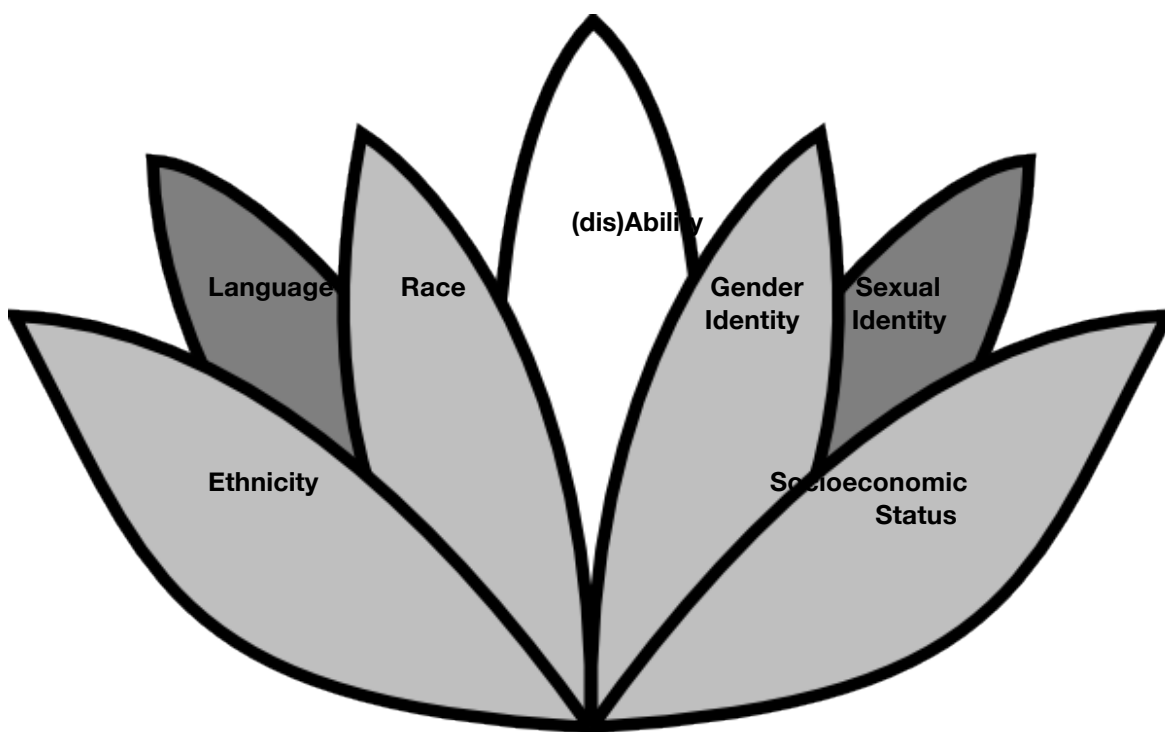
What are the difference between the Medical And Social Model of disabilities?

MEDICAL MODEL	SOCIAL MODEL
disabilities is a result of impairment, often leading to incapacity.	disabilities is a result of interaction of impairment and social and physical environment.
disabilities is defined by functionality or normalcy.	disabilities is a difference.
disabilities is a personal problem or tragedy.	disabilities is neutral.
disabilities is unconnected to social response or environment.	disabilities is derived from the interaction of the individual and society.
Individual is faulty.	Individual is valued.
Agent of change is professional.	Agent of change is the individual or anyone who interacts with the individual and society.
Individual is passive.	Individual is active
Assumption that disabilities is an intrinsic characteristic of those with disabilities.	Recognition that disabilities is both individual and social.
Diagnosis defines pathology.	Strengths and needs are defined by self and others.
Impairment becomes focus of attention.	Focus is on barriers and development of solutions.
Individuals are segregated to receive alternative services.	Resources are made available to ordinary services.
Individual may be permanently excluded from society.	Diversity is embraced and relationships are nurtured.
Society remains unchanged.	Society evolves.

CULTURAL COMPETENCE: INTERSECTIONALITY

Taking the social model a step further, which means you will see past the label of “disabilities” and see a whole individual made up of many difference parts.

American universities are becoming increasingly diverse and Northeastern is leader in this progression. Disabilities coincides with the intersectionality of many cultures such as race, gender, class and/or ethnicity.



Cross, T., Bazron, B., Dennis, K., and Isaacs, M. (1989) list five essential elements that contribute to an institution’s or agency’s ability to become more culturally competent. These include:

1. Valuing diversity;
2. Having the capacity for cultural self-assessment;
3. Being conscious of the dynamics inherent when cultures interact;
4. Having institutionalized cultural knowledge**
5. Having developed adaptations of service delivery reflecting an understanding of cultural diversity.

**Institutionalized cultural knowledge is a term signifying the principle that all places of academia fully embrace diversity by mandating that all staff are trained in working with students from different cultures. As well, the policies, programs and publications of an educational institution also reflect such cultural competency and awareness.

LEGAL FRAMEWORK

The Rehabilitation Act of 1973

The Rehabilitation Act of 1973 was the first major legislative effort to secure an equal playing field for individuals with disabilities. This legislation provides a wide range of services for persons with physical and cognitive disabilities. Those (dis)Abilities can create significant barriers to full and continued employment, the pursuit of independent living, self-determination, and inclusion in American society. The Rehabilitation Act has been amended twice since its inception, once in 1993 and again in 1998. The Rehabilitation Services Administration (RSA) administers the Act. Two sections within the Rehabilitation Act, as amended, have impact on accessible web design. These are Sections 504 and 508. Section 508 of the act, as now amended, provides for us a blueprint of just what is intended in Section 504. Thus, Section 504 provides the context of the law and Section 508 provides the direction.

<http://webaim.org/articles/laws/usa/rehab>

What Is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their (dis)Ability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with (dis)Abilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with (dis)Abilities to participate in, and have access to, program benefits and services.

Who Is Protected from Discrimination?

Section 504 protects qualified individuals with disabilities. Under this law, individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness. In addition to meeting the above definition, for purposes of receiving services, education or training, qualified individuals with disabilities are persons who meet normal and essential eligibility requirements.

<http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf>

THE AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with (dis)Abilities Act (ADA), passed in 1990, is civil rights legislation governed by the Department of Justice. The goal of this law is to make sure that people with (dis)Abilities can have an equal opportunity to participate in programs, services, and activities. It is important to note that the ADA does not deal directly with the accessibility of the Internet. This may be due to the fact that the Internet was just emerging as a widespread tool around the same time as the passage of the ADA.

Title II

Title II of the ADA bars disabilities -based discrimination by, and imposes affirmative disabilities -related responsibilities on, public entities, including state and local governments. The Department of Labor's Civil Rights Center, a part of the Office of the Assistant Secretary for Administration and Management (OASAM), enforces Title II with regard to the programs, services, and regulatory activities of such entities relating to labor and the workforce.

<http://webaim.org/articles/laws/usa/ada>

Individuals with disabilities

The Americans with (dis)Abilities Act provides comprehensive civil rights protections for "individuals with disabilities".

An individual with a disabilities is a person who --

- Has a physical or mental impairment that substantially limits one or more major life activities, or
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

Examples of physical or mental impairments include, but are not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. Homosexuality and bisexuality are not physical or mental impairments under the ADA.

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of their current illegal use of drugs.

<http://extension.missouri.edu/staff/ada-titleii.aspx>

Eligibility for Goods and Services

In providing goods and services, a public accommodation may not use eligibility requirements that exclude or segregate individuals with disabilities, unless the requirements are necessary for the operation of the public accommodation.

For example, excluding individuals with cerebral palsy from a movie theater or restricting individuals with Down's Syndrome to only certain areas of a restaurant would violate the regulation.

Requirements that tend to screen out individuals with disabilities, such as requiring a blind person to produce a driver's license as the sole means of identification for cashing a check, are also prohibited.

Safety requirements may be imposed only if they are necessary for the safe operation of a place of public accommodation. They must be based on actual risks and not on mere speculation, stereotypes, or generalizations about individuals with disabilities.

For example, an amusement park may impose height requirements for certain rides when required for safety.

Extra charges may not be imposed on individuals with disabilities to cover the costs of measures necessary to ensure nondiscriminatory treatment, such as removing barriers or providing qualified interpreters.

<http://www.ada.gov/t3highlight.htm>

Auxiliary Aids

A public accommodation must provide auxiliary aids and services when they are necessary to ensure effective communication with individuals with hearing, vision, or speech impairments.

"Auxiliary aids" include such services or devices as qualified interpreters, assistive listening headsets, television captioning and decoders, telecommunications devices for deaf persons (TDD's), videotext displays, readers, taped texts, brailled materials, and large print materials.

The auxiliary aid requirement is flexible. For example, a brailled menu is not required, if waiters are instructed to read the menu to blind customers.

<http://www.ada.gov/t3highlight.htm>

Examinations and Courses

Certain examinations or courses offered by a private entity (i.e., those that are related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes) must either be given in a place and manner accessible to persons with disabilities, or be made accessible through alternative means.

In order to provide an examination in an accessible place and manner, a private entity must --
Assure that the examination measures what it is intended to measure, rather than reflecting the individual's impaired sensory, manual, or speaking skills.

Modify the examination format when necessary (e.g., permit additional time).

Provide auxiliary aids (e.g., taped exams, interpreters, large print answer sheets, or qualified readers), unless they would fundamentally alter the measurement of the skills or knowledge that the examination is intended to test or would result in an undue burden.

Offer any modified examination at an equally convenient location, as often, and in as timely a manner as are other examinations.

Administer examinations in a facility that is accessible or provide alternative comparable arrangements, such as providing the examination at an individual's home with a proctor.

In order to provide a course in an accessible place and manner, a private entity may need to --
Modify the course format or requirements (e.g., permit additional time for completion of the course).

Provide auxiliary aids, unless a fundamental alteration or undue burden would result.

Administer the course in a facility that is accessible or provide alternative comparable arrangements, such as provision of the course through video tape, audio cassettes, or prepared notes.

<http://www.ada.gov/t3highlight.htm>

MAJOR DIFFERENCES BETWEEN HIGH SCHOOL & POSTSECONDARY (DIS)ABILITY SERVICES

Students coming in from the K-12 sector to Northeastern will be entering with an entirely different set of laws. Higher Education law shifts the burden to the individual with a disability. In K-12 the school is primarily responsible for many of the needs of the students with disabilities. This creates a gap between the two different types of environment in which many students with disabilities can either thrive in the gap, get a slow start, or completely fall through.

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act) F.A.P.E (Free and Appropriate Education) NCLB (No Child Left Behind)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan)	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disabilities.
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disabilities categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by guardians and teachers	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation	Parent does not have access to student records without student’s written consent
Parent advocates for student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class
You seldom need to read anything more than once, and sometimes listening in class is	You need to review class notes and text material regularly

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disabilities documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students
Your time and assignments are structured by others	You manage your own time and complete assignments independently

You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation

You need to study at least 2 to 3 hours outside of class for each hour in class

Westchester University, Pennsylvania: [www.wcupa.edu/ussss/osssd/documents/Differences_Between_HS_and_College_for_Students_with_\(dis\)Abilities.pdf](http://www.wcupa.edu/ussss/osssd/documents/Differences_Between_HS_and_College_for_Students_with_(dis)Abilities.pdf)

Free Appropriate Public Education (FAPE) for Students with Disabilities: Requirements under Section 504

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance, including federal funds. Section 504 provides that: “No otherwise qualified individual with a (dis)Ability in the United States . . . shall, solely by reason of her or his disabilities, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .” The U.S. Department of Education (ED) enforces Section 504 in programs and activities that receive funds from ED. Recipients of these funds include public school districts, institutions of higher education, and other state and local education agencies. ED has published a regulation implementing Section 504 (34 C.F.R. Part 104) and maintains an Office for Civil Rights (OCR), with 12 enforcement offices and a headquarters office in Washington, D.C., to enforce Section 504 and other civil rights laws that pertain to recipients of funds.

The Section 504 regulation requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disabilities who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disabilities.

Who Is Entitled to FAPE?

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education.

How Is an Appropriate Education Defined?

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child’s education.

An appropriate education will include:

- education services designed to meet the individual education needs of students with (dis)Abilities as adequately as the needs of non(dis)Abled students are met;
- the education of each student with a (dis)Ability with non(dis)Abled students, to the maximum extent appropriate to the needs of the student with a (dis)Ability;
- evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and
- establishment of due process procedures that enable parents and guardians to:
 - receive required notices;
 - review their child’s records; and
 - challenge identification, evaluation and placement decisions.

Due process procedures must also provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

<https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

Recipients Must Have Due Process Procedures for the Review of Identification, Evaluation, and Placement Decisions

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disabilities, need or are believed to need special instruction or related services.

Parents must be told about these procedures. In addition, parents or guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student's records. The due process procedures must allow the parents or guardians of students in elementary and secondary schools to challenge evaluation and placement procedures and decisions.

If parents or guardians disagree with the school's decisions, they must be afforded an impartial hearing, with an opportunity for their participation and for representation by counsel. A review procedure also must be available to parents or guardians who disagree with the hearing decision.

<https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

Individuals with Disabilities Education Act (IDEA)

What Is IDEA?

The Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Program (IEP). IDEA also provides very specific requirements to guarantee a Free Appropriate Public Education (FAPE) for students with disabilities in the least restrictive environment (LRE). FAPE and LRE are the protected rights of every eligible child, in all fifty states and U.S. Territories.

IDEA requires every state to issue regulations that guide the implementation of the federal law within the state. At a minimum, state regulations must provide all of the protections contained in IDEA. Some states may have additional requirements that go beyond the federal law. Many states offer handbooks or guides to help parents understand these state-specific policies and procedures.

IDEA requires that parents participate in the team that discusses the child's learning needs and determines if the school should conduct a comprehensive evaluation if it is suspected that the child has a learning disabilities (LD). However, not every child with a disabilities may qualify for special education services. In order to be eligible for these services, the student must both have a disabilities and, as a result of that disabilities, need special education in order to make progress in school and in order to receive benefit from the general educational program. The identification process is complex; it varies by state and is explained in more detail in NCLD's IDEA Parent Guide.

What is an Individualized Education Program (IEP)

Once a student has been formally evaluated and found eligible for special education services, the parents work with a school team to develop an Individualized Education Program (IEP). The IEP is a

formal a contract outlining the services and support the school will provide in order for the child to benefit from the educational program. An IEP must be developed before a student can begin receiving special education services and it must be reviewed and updated each year. This annual review is required for as long as the student remains eligible for special education services.

While each state differs in how they develop an IEP, the Individuals with (dis)Abilities Education Act requires that every IEP include the following:

- how the student is currently performing in school;
- how the student can achieve educational goals in the coming year; and,
- how the student will participate in the general education curriculum.

Parental Involvement

The Individuals with IDEA provides specific procedural safeguards to help parents advocate for their child's educational well-being. It promotes parents' involvement in the education of their child and gives them the necessary tools to be key decision makers. The federal law allows parents to participate in all meetings concerning their child, examine their child's school records, request an independent evaluation and agree or disagree with placement decisions.

IDEA is a complex law that can be difficult to understand. NCLD offers a parent-friendly guide with checklists, tips and tools to help parents embrace ways to make the law work for their child. Many parents have questions about their child's rights, which is why every state is required to have at least one Parent Training and Information Center (PTI). The center's primary purpose is to provide parents with timely information about special education so that they may effectively participate in meeting the educational needs of their children. Many states also have Community Parent Resource Centers (CPRC) that are designed to serve the needs of low-income parents, parents of children with limited English proficiency and parents with (dis)Abilities.

[http://www.nclد.org/action-center/learn-the-law/individuals-with-\(dis\)Abilities-education-act-idea/](http://www.nclد.org/action-center/learn-the-law/individuals-with-(dis)Abilities-education-act-idea/)

Enforcement of the ADA and its Regulations at Northeastern Illinois University

Individuals may file complaints with the following offices, accordingly:

Student Disabilities Services
Doug Lawson, Director
5500 N. St. Louis Avenue
D-104
Chicago, IL 60625
(773) 442 4595

The Office of Equal Opportunity, Affirmative Action and Ethics
Natalie Potts, Director
5500 N. St. Louis Avenue
C-628
Chicago, IL 60625

Office for Civil Rights
Celeste Davis, Regional Manager
U.S. Department of Health and Human Services
233 N. Michigan Ave., Suite 240
Chicago, IL 60601
Voice Phone (800) 368-1019
FAX (312) 886-1807
TDD (800) 537-7697

(dis)Ability Rights Section
Civil Rights Division
US Department of Justice
P.O. Box 66738
Washington, DC 20035-6738
Voice Phone (800) 514 0301
TDD (800) 514 0383
Electronic Bulletin Board (202) 514 6193

Barriers

Students with disabilities in post-secondary education face several challenges ranging from transition from full services in high school to discomfort of asking for help and additional support. First, students with disabilities have to understand and accept their differences, and then become assertive with faculty, staff, and students. Students with disabilities must carefully plan and be bold in order to achieve their goals.

While, these strategies will help an individual student, there are systemic barriers that also greatly impact each student's experience.

Individual	Systemic
Balancing school and other responsibilities	Lack of guidance and support
Adjusting to a new social environment	Limited understanding of accommodation process
Failure to access available support	Limited space and physical access (doorways, restrooms)
Lack of family support	Unfamiliarity with self-advocacy
Inconsistent performance	Inflexibility in coursework
Limited vocabulary	Inflexibility in material formatting
Difficulty in focusing on small-group discussion	Classroom design (size, lighting, noise level, congestion)
Feelings of social inadequacy and isolation	Limited accommodations available for events, clubs, meetings, etc.
Reluctance to ask for assistance	Social environment that promotes pity and a general lack of respect
Sharp transition away from individualized education	General lack of knowledge about accessibility and available accommodations
Unawareness of strengths, needs and strategies for success	Unawareness of strengths, needs and strategies for success

STUDENT VETERANS WITH DISABILITIES

Student Veterans not only bring a unique perspective to the classroom, but also a unique set of needs and disabilities. Many student veterans enter higher education, after their service to their country, with undiagnosed learning disabilities as well as physical and psychological disabilities incurred during their time in the service.

Some of these student veterans may have invisible injuries. For the veteran population, an invisible injury can mean that the student may or may not be diagnosed with posttraumatic symptomology (PTS), posttraumatic stress disorder (PTSD) and/or a mild traumatic brain injury (mTBI) or a traumatic brain injury (TBI).

Due to their time in military service, and the mentality one must have in order to be in a job such as military service, a veteran may look at these issues and diagnoses as a weakness. More often than not, a veteran may be embarrassed to identify as a Disabled Veteran, let alone seek services.

Visible Disabilities

Missing limbs
Complete Hearing Loss
Partial or Complete Paralysis

Invisible Disabilities

Traumatic Brain Injury
Mild Traumatic Brain Injury
Posttraumatic Stress Disorder (PTSD)
Partial Hearing Loss

Student Veterans in the Classroom – Best Practices

There are some stereotypes as well as myths when it comes to veterans and how society sees a veteran's disabilities. Unfortunately, veterans can be seen as damaged goods or that those suffering from PTSD are "ticking time bombs". This opinion of a combat veteran being on edge or ready to explode, due to suffering from PTSD, could not be farther from the truth. One may never know that a student is suffering from PTSD. This is often due to the fact that the veteran does not know that they are having a posttraumatic reaction, or the veteran does not want to self-identify, for they do not want to be seen, or labeled, as a victim.

Tips and considerations:

- Always make every veteran feel a part of the classroom experience and never single them out with questions regarding their service.
- Do not ask such questions as:
 - Do you think the war was just?
 - Did you lose any friends?
 - Did you kill anyone?

Student veterans are in a transition period while attending an institution of higher education. For the most part, student veterans just want to blend in with their peers, in order to bring some normalcy to their lives.

UNIVERSAL DESIGN FOR LEARNING (UDL)

UDL is an approach to the creation of learning experiences that incorporates multiple means of

- engaging with content and people,
- representing information, and
- expressing skills and knowledge.

UDL gives all individuals equal opportunities to learn and provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. It is not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs (CAST, 2013). Adapting the below principles of design is useful for all students both in the classroom and in other areas of the University.

Principles and Guidelines	Descriptors
Principle I: Provide Multiple Means of Representation	Provide content and materials in a variety of formats, including physical, symbolic, and linguistic examples.
Guideline 1: Provide options for perception	Offer content and materials in multiple, flexible formats (audio, visual, tactile).
Guideline 2: Provide options for language, mathematical expressions, or symbols	Clarify language, mathematical expressions, or symbols and scaffold understanding with alternative or multiple representations.
Guideline 3: Provide options for comprehension	Build on or supply background knowledge, emphasize important ideas, and support cognitive and metacognitive strategies.
Principle II: Provide Multiple Means of Action and Expression	Provide multiple and varied opportunities for students to demonstrate their knowledge and skills.
Guideline 4: Provide options for	Use varied and alternative ways for students to physically

physical action	interact with instructional materials or complete instructional tasks.
Guideline 5: Provide options for expression and communication	Offer multiple media, tools, opportunities, and formats for students to demonstrate their knowledge and understanding of a subject.
Guideline 6: Provide options for executive functions	Support students’ goal setting, planning, information and resource management, and progress monitoring.
Principle III: Provide Multiple Means of Engagement	Provide students with multiple and varied opportunities to develop and sustain interest in a topic, as well as monitor their skill and knowledge development.
Guideline 7: Provide options for recruiting interest	Present relevant learning activities with authentic opportunities for students to make choices, while reducing threats and negative distractions.
Guideline 8: Provide options for sustaining effort and persistence	Build in reminders, vary the level of task demand, and foster collaboration among students.
Guideline 9: Provide options for self-regulation	Foster self-reflection present opportunities for students to monitor their knowledge and skill development.

[Universal Design Principles University of Hartford](http://www.udl-hartford.edu)

Table 1 Principles and Guidelines of Universal Design for Learning (CAST, 2011)

For further information about the workshop series, contact Diana LaRocco, director of the Center for Public Health and Policy at dlarocco@hartford.edu.

Five Strategies for Incorporating UDL into Your Courses

1. *Start with text*: Build multiple paths based on a text foundation (Figure 1). This Reveals gaps and needs

2. *Create alternatives*: At first, create just two versions of content/materials, and then branch out. Select lecture materials on topics where students always have questions or always get the process mixed up. Create a text-only version and a video-demo version of just those materials.

3. *Let ‘em do it their way*: Instructors set the objectives, students define the method & medium. Allow students to select their preferred method of responding to the assignment criteria: write an essay, record a podcast, or create a video by putting their mobile-phone “selfie” camera to good use.

4. *Go step by step*: Break processes into units, steps, phases, and create separate resources.

5. *Set content free*: Use tools that are accessible and easy for faculty and students to learn.

ACCOMMODATIONS

The following procedures are applied to requests for auxiliary aids, academic adjustments, or other reasonable accommodations. Students must complete the steps listed in this policy sufficiently in advance of the anticipated need for services. Such notice is required in order to give the various academic and service areas a reasonable period of time in which to evaluate requests. Ideally, students should apply for accommodations 2 weeks in advance of when services are needed. But, the timeline needed for the student to complete the application process and for SDS to fulfill requests differs based on the type of accommodation requested.

1. Students must be admitted to and/or enrolled in the University.
2. Forms and supporting documentation submissions:
 - a. Student Request for Accommodations Form: Students requesting auxiliary aids, academic adjustments, or other reasonable accommodations must first complete and submit to the Student Disability Services office the Student Request for Accommodations form. The document informs Student Disability Services of the type of accommodations being requested, what accommodations the student has received in the past, and how the student describes their disability.
 - b. Provider Report for Accommodation Request Form: If the request requires modification of academic procedural requirements or necessitates special testing and/or course evaluation methods, students must submit a provider's report from a professional clinician. Such report is subject to verification by the University. The report must be completed by the clinician and mailed to Student Disability Services. If a student is seeking accommodations for a learning disability, ADHD, or other psychological disabilities, the Provider Report form must be completed by a licensed psychologist/psychiatrist. If a student is seeking accommodations for a physical disability (deaf/hard of hearing, low vision, or bone/muscle/neurological disabilities), the Provider Report form must be completed by a qualified medical provider. If a student does not have a clinician, SDS will supply a list of qualified clinicians (not a list of recommendations).
 - c. Supporting Documentation: Other supporting documents may be required to verify a needed accommodation and if so, will be requested by SDS. Any other supporting documentation will need to be submitted with the previous 3 forms. These could include IEP/504 paperwork, a letter of approval for accommodations from the College Board, or a letter from a previous institution outlining the accommodations that were approved. All documentation must be no older than 3 years prior to the date of the accommodation request. If the documentation is outdated, the student may be eligible to receive temporary accommodations while obtaining the updated documentation.
 - d. Authorization for Release of Information Form: The form is mandatory for all students seeking services with Student Disability Services. This enables Student Disability Services to read students' information and share it with key parties. Key parties are those who need to know what students' accommodations are, in order for students'

accommodations to be implemented effectively. Key parties are trained in Family Educational Rights and Privacy Act and other privacy mandates. Confidentiality is respected at all times.

3. Student Disability Services makes a case-by-case determination of the student's educational need for the reasonable accommodations. Reasonable accommodations determined to be necessary are provided at no cost to the student.

C. APPROVAL/DENIAL OF REQUESTED ACCOMMODATIONS

SDS schedules an appointment (within 10 business days from submitting the request for accommodations, along with proper documentation) to notify the student of whether their request for accommodations has been approved or denied.

Approved Requests for Accommodations:

If the student's request was approved, Student Disability Services discusses the following subjects with the student: (i) How an accommodation can be implemented; (ii) SDS policies for utilizing certain accommodations; (iii) Resources available on and off campus for the purpose of receiving a full range of support; and (iv) the Accommodation Determination Letter (ADL) and how to utilize the document. Students approved for accommodations are responsible for taking the following steps to ensure accommodations are implemented.

1. The student will receive a copy of the Accommodations Determination Letter via NEIU email. After receipt, the student should store the ADL in a safe place for future reference as it is an official document belonging to the student for the duration of their studies unless otherwise specified. Students must not tamper with, write on, or otherwise alter the ADL. Copies are mailed to key parties for verification upon request.
2. If necessary, students must share the ADL with their professors before the start of the semester. In many cases, professors are part of the accommodation process, and letting them know in a timely fashion will ease the implementation process.
3. Note-Taking Services: If approved for note-taking services, students must fill out the online Note-Taking Request form 2 weeks prior to the start of each semester or as soon as possible.
4. Sign-Language Interpreter: If approved for a sign-language interpreter, students must contact SDS's Sign Language Interpreter (SDS@neiu.edu) 3 weeks prior to the start of the semester or as soon as possible.
5. Extended Time for Exams: If approved for extended time for completing exams, students must complete the online Exam Appointment Request form 2 weeks prior to the scheduled time of the exam. It is also the student's responsibility to notify the professor at least 2 weeks prior to the

exam. SDS will contact the student to schedule the appointment to take the exam. The latest time a student may begin an extended time exam is 2:30 pm.

Denied Requests for Accommodations:

If the student's request was denied, Student Disability Services discusses with the student: (i) the reason(s) why the request for accommodations was denied; (ii) other actions that can be taken and alternative reasonable accommodation(s); and (iii) the appeal process.

In accordance with the Americans With Disabilities Act, reasons for denying a request for accommodations may include, but are not limited to:

- If making the accommodation means making a substantial change in an essential nature of a program or element of the curriculum;
- If it poses an undue financial or administrative burden; or
- If the accommodations create a direct threat to the health or safety of others.

D. APPEALS

1. The first step in an appeal is for the student to meet with the Director of Student Disability Services to discuss the student's case and attempt to resolve the appeal.
2. If the student continues to believe their request for accommodations should not have been denied and the student cannot come to a resolution with the Director for Student Disability Services, the student may file a discrimination grievance with the Director of Equal Opportunity, Affirmative Action and Ethics Compliance. Any request for accommodations that has been denied but should have been granted by definition of federal laws is considered discrimination. Students who believe that they have been discriminated against on the basis of a disability can seek resolution through the University's Discrimination Grievance Procedure.
3. Information and consultation on these procedures are available through the Director of Equal Opportunity, Affirmative Action and Ethics Compliance, Room C-628, ext. 5412.

SUCCESS STRATEGIES

Success strategies for working with students with (dis)Abilities

- Accept the things you cannot change.
- Maintain eye contact.
- Use visual information in addition to auditory: present information on a visual format.
- Bring information to a concrete level. Avoid abstract information.
- Non-compliance vs. non-comprehension: Imagine that you are in a foreign country, and you do not speak the language. Should you be punished for not following directions appropriately?
- Use direct social skills instructions.
- Break down instructions.
- Ask students to explain what they understood and list the steps they have to take.
- Teach only when they are calm.
- Listen students actively.
- Use interest to increase motivation.
- Act as an advocate.
- Provide feedback.
- Stay calm and reassuring.
- Pay attention to body language. What message are you conveying? What message is the student conveying?
- Assume capability: look for abilities rather than disabilities.
- Maintain appropriate confidentiality.
- Provide structure in the environment.
- Provide visual and written instructions in addition to auditory instructions.
- Be consistent with expectations and standards.
- Be positive and reinforce desired behavior.

Strategies for advising students with (dis)abilities

- Be patient and understanding.
- Get to know your students. Learn their needs and strengths.
- Work on prevention instead reacting to problems.
- Share information in a positive way. Highlight what he or she is doing right.
- Try to understand why the behavior is happening. People have reasons to behavior in a specific way.
- Provide direct instructions with little or no room for interpretations.
- Modeling is important. Teach students skills. Show students how to do something.
- Have a list with tools, resources, and strategies at hand to provide to students.
- Provide a list with steps to solve a problem.
- Provide an outline with what advisor and student will be discussing.
- Promote and support peer interaction for emotional support.
- Provide visual aid.
- Identify the issue and clearly define the issue.
- Don't assume a student understood something just because he/she agreed with you. Encourage student to paraphrase back what he/she heard.
- Learn about people first language and how to write to communicate appropriately about persons with (dis)Abilities.

Strategies for Faculty

- Be patient and understanding.
 - Meet privately with student if needed.
 - Avoid overloading student with too much information at one time.
 - Allow extra time to complete assignments and exams.
 - Provide concrete examples of what is expected of the student.
 - Announces due dates well in advance.
 - Give clear, concise, simple directions.
 - Allow student to work at his/her own pace.
 - Eliminate unnecessary distractions.
 - Provide visual and written instructions in addition to auditory instructions.
 - Allow student to record lecture and discussions.
 - Provide a copy of lecture notes before class starts.
 - Clearly establish and maintain ordered routines.
 - Provide tools such as written or picture schedules.
 - Encourage students to create daily/weekly task lists.
 - Explain relationships using multi-modal methods.
 - Provide a list of procedures to follow when working with problems.
 - Develop creative solutions to learning tasks.
 - Encourage student to paraphrase back what he/she heard.
 - Help students outline written assignments. Provide students with a list of steps.
 - Do not ask the student to read out loud.
- Review for meaning and understanding.
 - Highlight essential information.
 - Write key points and words on the board.
 - Give an overview at the beginning of each class and summarize the key points at the end.
 - Present oral information in brief and direct terms.
 - Allow students to discuss assignments with each other.
 - Use visual models and hands-on projects when possible.
 - Develop reading guides.
 - Tie new information to previous learned information.
 - Help students create study aids.
 - Do not change subjects rapidly.
 - Break tasks into individual units and allow time for students to put the individual units together.
 - Provide examples of generalization.
 - Provide students with copies of PowerPoint slides or overheads before classes start.
 - Learn about people first language and how to write to communicate appropriately about persons with disabilities.
 - Don't assume a student understood something just because he/she agreed with you. Encourage student to paraphrase back what he/she heard.

RESOURCES FOR STUDENTS WITH DISABILITIES

University Resources

Student Disability Services

Student Disability Services (SDS) provides academic and technical assistance to students and works closely with faculty to facilitate student access. We provide students with physical and learning disabilities reasonable accommodations and services in compliance with the Americans with disabilities Act (ADA).

Please call **(773) 442-4595** for further information or to schedule an appointment or visit us in our office: **D-104**, or e-mail us at SDS@neiu.edu. TDD: (773) 279-5003.

Services

- [Blind/Visual Services](#)
- [Deaf/Hard-of-Hearing Services](#)
- [Learning Disabilities](#)
- [Physical Abilities](#)
- [Psychiatric Abilities](#)

Services Not Provided

- Psychological Testing to Determine Learning Disabilities
- Personal Assistance or Attendant Care Needed for Eating, Walking, or Using the bathroom
- Orientation and Mobility Training for Visually Impaired or Blind Students
- Transportation to and from School
- Guide dogs
- Hearing Aids
- Glasses

Student Health and Counseling Services

Counseling services are available to currently registered NEIU students. They provide short-term treatment and the number of individual or couples therapy sessions are determined in collaboration with the therapist. Group counseling services are available to Northeastern students without session limits.

When the office is open, call **NEIU's Counseling Services (773) 442-4650** or visit room D024 to speak with a counselor here on campus. During fall and spring semesters, hours are Mon-Thur 9 am-6 pm (after 5pm is by appointment only), Fri 9 am-4 pm.

Students can use counseling to explore personal facets of your life such as:

- Anxiety
- Depression
- Suicidal thoughts
- Relationship problems
- Anger
- and many other difficulties that may cause stress and disrupt your life.

Veterans Services

The Veteran Services Office serves active duty, reservists, veterans, and dependents. The office is located in Building D Room 130 and is staffed by two full-time employees (the Veterans Services Coordinator and the Veterans Admissions Outreach Specialist) and three student work-studies. Though the Veteran Services Office does have an open-door policy, appointments are encouraged.

NEIU Veterans Services Office

Weston T. Polaski
 Veterans Services Coordinator
 773-442-4005
w-polaski@neiu.edu

TRIO Student Support Services

TRIO Student Support Services offers Northeastern Illinois University students extra academic and social help so they stay in school through graduation. This help is free and includes a guide and mentor on campus. All help is individualized. Students who participate in TRIO improve academically and greatly increase their chances of graduating on time. Students can receive concentrated assistance with advising, tutoring, financial aid and career planning. We make a commitment to students' success through graduation.

The programs are specifically designed to take the uncertainty out of the university experience and to better prepare students for success at Northeastern Illinois University and beyond.

TRIO Student Support Services offers three programs:

- Achieve - serving all academic majors
- Access - serving students with disabilities
- Teacher Prep - serving students majoring in education

The office is open from 8:30am to 4:30pm from Monday thru Friday on the 4th floor of the Library, room LIB 412.

For more information, visit: <http://www.neiu.edu/university-life/trio-student-support-services>

Learning Support Center

The Learning Support Center, located on the 4th floor of the Ronald Williams Library, provides academic support for General Education courses, Math Development courses, and assistance

Comprehensive services exist to assist students who want to improve their overall performance in college.

They also offer workshops throughout the semester that are designed to develop the knowledge, skills, and behavior for success in specific courses and college in general.

For more information: <http://www.neiu.edu/university-life/learning-support-center>

Student Center for Science Engagement

The Student Center for Science Engagement (SCSE) is a friendly space where students gather to study and talk about science. At the SCSE students form study groups, receive tutoring and get individualized guidance on preparing for science-oriented careers.

Students are supported as they prepare for graduate school and jobs that leverage their scientific training. In the words of one Northeastern science student: "The SCSE has been absolutely instrumental in the development of our research project for everyone involved!"

They offer:

- **Mentorship, advising and assistance** with academic and professional questions
- **Tutoring** in science and math courses, and summer **GRE preparation class**.
- **Professional development** workshops such as *The Summer Internship*, *Your Graduate School Application*, *Creating a LinkedIn Profile*, and *Developing Effective Science Communication Skills*
- Guidance on **summer research opportunities**.
- Assistance with **scientific conferences**.
- Support with **graduate school** exploration and application.
- Introduction to **professional opportunities**. Guest speakers discuss exciting career possibilities.
- **Science magazines** and fun **articles** on current science topics as well as a **science book exchange** and a **recycling area**.

For more information:

773-442-5438

s-atsalis@neiu.edu

BBH 235

Center for Academic Writing

The Center for Academic Writing is the home of the Writing Intensive Program (WIP) and provides support to both faculty and students at Northeastern.

CAW provides peer tutoring for students who are enrolled in WIP courses that have WIP peer tutors affiliated with them. Students in WIP courses should speak with their instructors or contact CAW at (773) 442-4492 for more information.

CAW is located on the fourth floor of the Ronald Williams Library. CAW has a large, flexible space and two small conference rooms predominately dedicated to the WIP peer tutor program and its activities.

[Angelina Pedroso Center for Diversity and Intercultural Affairs](#)

The Angelina Pedroso Center for Diversity and Intercultural Affairs honors all differences, fosters leadership, and promotes diversity, intersectionality, and social justice in a student-centered environment. They approach diversity through a multiple social identity lens.

They foster intercultural awareness and inclusivity through educational and co-curricular initiatives that empower students to be agents of social change.

While the programs, services, and space are open to all NEIU students, we have a concentrated focus on the following identities:

- African and African American
- Asian and Asian American
- Latino/a
- Lesbian, Gay, Bisexual, Transgender, Queer, Questioning & Ally
- Women

The Pedroso Center seeks to engage all students at Northeastern to create and sustain a culture of inclusivity across the boundaries of culture, sexual orientation, gender, and other social identities.

For more information visit:

Building B-159

Office Hours

Monday and Friday: 8:30 am - 4:30 pm

Tuesday, Wednesday, And Thursday: 8:30am - 7: 30pm

Phone: (773) 442-5449

Fax: (773) 442-4711

Undocumented Students

The Undocumented Students Project was created to ensure that Northeastern provides our undocumented students with the tools and resources they need to successfully pursue their education and to provide faculty and staff with information and resources to better assist undocumented students and their families.

For more information, please visit <http://www.neiu.edu/university-life/undocumented-students-project> or download the [Undocumented Student Resource Guide](#)

Student Leadership Development

Student Leadership Development (SLD) is committed to providing meaningful opportunities that assist in challenging and fostering student development through co-curricular activities. SLD facilitates forums for nurturing leadership skills, student empowerment, civic engagement, and the development of the student as a whole. SLD also cultivates opportunities for experiential learning, development of interpersonal relationships, appreciation for diversity and opportunities for community development. SLD provides engaging opportunities that complement the University mission and enhance the Northeastern experience. The Office of Student Leadership Development develops students into leaders prepared to make a difference in their professions and their communities. The programs offered through SLD help each student discover their passion and talents, while developing their skills and understanding of leadership and active citizenship.

For more information:

Main Office

E 041B

Office Hours

M-F 8:30am - 4:30pm

T (773) 442-4660

sld@neiu.edu

Alternative Admissions Programs and Other Campuses

El Centro

El Centro is an academic success program available to students who demonstrate academic potential but do not meet the general admission requirements. El Centro is open to freshmen and transfer applicants and admits throughout the academic year.

El Centro welcomes applications from all students seeking higher education and takes pride in supporting students of diverse backgrounds.

El Centro also serves the community through our Community Education Program in partnership with community organizations in the neighborhoods of Albany Park, Hermosa, Logan Square, and Avondale. English as a Second Language (ESL) and computer literacy workshops are offered, as well as seminars on education, immigration, health, and housing.

Esmeralda Guerrero
Phone: 773-442-4082
Email: eguerre5@niu.edu

Carruthers Center for Inner City Studies

Carruthers Center for Inner City Studies is an academic success program available to students who demonstrate academic potential but do not meet the general admission requirements. CCICS is open to freshmen and transfer applicants and admits throughout the academic year.

The Carruthers Center for Inner City Studies (CCICS) is located in Chicago's historic Bronzeville neighborhood. Established in 1966, CCICS is recognized worldwide as an African-centered institution of higher learning that maintains a scholar-activist tradition and a warm, caring educational climate.

University Center of Grayslake, Lake County Campus

Northeastern provides the opportunity for transfer students in the Lake County region to complete their bachelor's or master's degree at the University Center.

Chicago Teachers' Center Campus

The Chicago Teachers' Center (CTC) at Northeastern is located on the near north side of Chicago. Founded in 1978, CTC develops collaborative partnerships that engage entire communities to help students succeed both academically and socially.

Contact person

Deon W. Brown, Associate Director
Center for College Access and Success
Northeastern Illinois University
770 North Halsted, Chicago, IL 60642-5972
Phone: [\(312\) 563-7107](tel:(312)563-7107)
Fax: [\(312\) 563-7210](tel:(312)563-7210)

Community and External Resources

Department of Human Services (DHS)

DHS's Division of Rehabilitation Services (DRS) is the state's lead agency serving individuals with (dis)Abilities. DRS works in partnership with people with (dis)Abilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities.

For more information, please visit: <https://www.dhs.state.il.us/page.aspx?item=29736>

National Suicide Prevention Lifeline 1-800-273-TALK (8255), en Español 1-888-628-9454.

When you dial [1-800-273-TALK](tel:1-800-273-TALK) (8255), you are calling the crisis center in the Lifeline network closest to your location. After you call, you will hear a message saying you have reached the National Suicide Prevention Lifeline. You will hear hold music while your call is being routed. You will be helped by a skilled, trained crisis worker who will listen, and can then inform you about mental health services in your area. Your call is confidential and free.

For more information: <http://www.suicidepreventionlifeline.org/>

LGBTQ Resources

Transformative Justice Law Project of Illinois

4707 N. Broadway, Suite 307

Chicago, IL 60640

[773.272.1822](tel:773.272.1822) (p)

[773.305.1676](tel:773.305.1676) (f)

www.tjlp.org

Chicago Black Gay Men's Caucus

c/o Public Health Institute of Metropolitan Chicago

180 N. Michigan Ave., Suite 1200

Chicago, IL 60601

312-629-2988, ext. 12

info@chiblackgaycaucus.org

TPAN

Empowering those who are living with or are at risk for HIV/AIDS. Peer-led support programs; group, individual and couples counseling; education groups (Positively Aware, Committed to Living); HIV and STI/STD testing.

5050 N. Broadway St.

Suite 300

Chicago, IL 60640

(773)989-9400 (p)

(773)989-9494 (f)

CORE Center, Ruth M. Rothstein

The CORE Center is a one-stop approach to treatment. Services include primary care, laboratory testing, infusion therapy, pediatrics, dental care, specialty consultations and screenings, complementary medicine and mental healthcare. Emotional and community adjustment needs are met through

psychological and social service support teams. The first of its kind in the United States, The CORE Center offers compassionate, holistic programming in an uplifting setting.

118 N. Clark Street
Chicago, IL 60602
(312) 443-5500 (p)
www.cookcountyil.gov/core-center-ruth-m-rothstein/

Veterans Resources

Chicagoland Area VA Hospitals

Captain James A. Lovell VA Medical Center
847-688-1900 or Toll Free 800-393-0865
3001 Green Bay Road North Chicago, IL 60064

Jesse Brown VA Medical Center
312-569-8387 or Toll Free 888-569-5282
820 S. Damen Avenue Chicago, IL 60612

Edward Hines, Jr. VA Medical Center
708-202-8387
5000 South 5th Avenue Hines, IL 60141

Evanston Vet Center
1901 Howard Street Evanston, IL 60202
847-332-1019 Or 877-927-8387
For assistance after hours, weekends, and holidays call: 1-877-927-8387

Department of Veteran Affairs
Benefits: 1-800-827-1000
Health Care: 1-877-222-8387
Veterans Crisis Line: 1-800-273-8255 Press 1
www.suicidepreventionlifeline.org