INFORMATION on SPECIFIC CONDITIONS CAUSING DISABILITIES

For general questions, contact Peter Ploegman, NLU’s Library & Learning Support Specialist, Chicago campus, 122 South Michigan Avenue, Chicago, IL 60603-6119. Voice: 312/261-3188 or 312-261-3329 (voicemail box only); Email: pploegman@nl.edu or ADA@nl.edu.

Cerebral Palsy
A congenital brain damage resulting in motor, sensory, and perceptual difficulties. The most common functional limitations are coordination impairments of limbs, speech and/or sight, and limitations in functional activities, especially mobility. Accommodations should be sought according to the student's specific resulting impairment.

Cystic Fibrosis
An inherited disease of the exocrine glands, which pour secretions into or out of the body instead of into the blood. This disease causes respiratory distress and blockage of formation of many organs. It is recommended that faculty discuss the nature of the student's impairment and work with him or her accordingly with respect to his or her individual condition.

Diabetes Mellitus
A chronic disorder in which the pancreas produces an inadequate supply of insulin. This lack of insulin causes a disorder of the metabolism that transports glucose into the cells of the body. Due to special dietary restrictions, diabetics may be required to eat during class. If food does not correct the situation immediately, the student is experiencing "diabetic shock," and the faculty member should keep the student warm and still until medical assistance arrives.

Dyscalculia
A learning disability characterized by severe difficulty with math.

Dysgraphia
A learning disability characterized by severe difficulty with written expression.

Dyslexia
A learning disability, which causes a student to read letters but not words or to read words but not understand them. The most common functional limitation of this disorder is the inability to read or read at a normal rate. Students with this condition may require more time to complete exercises. They may also require verbal instructions and examinations as opposed to traditional written formats.

Epilepsy
Epilepsy is one of the most common neurological disorders (4th most common). It is characterized by often unpredictable seizures that may cause other health problems as well (e.g., impaired cognitive function, physical immobility, etc.). There are many types of Epilepsy and they are manifested in different ways, but largely by the affected individual experiencing seizures. Seizures also take many forms ranging from tonic-clonic (previously known as grand mal) to partial and absence seizures. One in 26 people will develop Epilepsy in their lifetime. Students with this disorder may experience a seizure during a class and, if so, should be helped to a flat surface and turned on their side; nothing should be placed in their mouth. A seizure lasting more than five minutes should result in a 911 call for emergency seizure medication administration by a medical professional. Someone recovering from a seizure should be allowed to rest and may not be able to speak or walk upon awaking. Students suffering from cognitive or immobility issues as a result of their Epilepsy may require accommodations that allow them additional time to complete assignments and/or exams.
Fatigue
The result of many chronic medical problems including cardiac illness, respiratory illness, AIDS, and various medication side effects. Typical signs of fatigue include chronic absenteeism, sluggish appearance, poor endurance, and an inability to concentrate. If a student is missing class, encourage him or her to copy a classmate's notes. If he or she is unable to take adequate notes, allow him or her to record lectures. Allow the student to attend other sections of the course to prevent him or her from missing important material. Provide a rest period for students during exams.

Hypoglycemia
A disorder, which causes the body to utilize too much blood sugar, leaving a sugar deficiency, which can result in fatigue, lightheadedness, and dizziness. Monitoring activity and diet can control these effects. Students with this disorder may require sustenance and/or rest before they are able to function at their normal capacity and may also require additional time to complete assignments and/or exams.

Multiple Sclerosis
Usually a progressive degeneration of the myelin sheath that surrounds the central nervous system. This disorder can affect sight, speech, hearing, coordination, ambulation, or general activity. When determining what accommodations are necessary, the faculty member should discuss with the student the nature of the student's impairment.

Muscular Dystrophy
Usually a progressive degeneration of the body's muscle fibers that are replaced by fatty and fibrous tissue. This disorder affects strength, mobility and physical activity.

Narcolepsy
A disease characterized by brief attacks of deep sleep. Through medication, this disease is usually controllable.

Paraplegia
Paralysis involving both legs and the trunk. The most common functional limitations are limited physical activity or ambulation.

Quadriplegia
Paralysis involving parts or all of the four limbs and the trunk. The most common functional limitations are limited physical activity or ambulation.

Respiratory Problems
Usually chronic in nature, the most common of which are bronchial asthma and emphysema. Respiratory problems are characterized by attacks of shortness of breath and difficulty in breathing, sometimes triggered by stress, either physical or mental. Fatigues and difficulty climbing stairs may also be major problems, depending on the severity of the attacks. Frequent absence from class may occur and hospitalization may be required when prescribed medications fail to relieve the symptoms.
**Sickle Cell Anemia**
A hereditary disease that reduces the blood supply to vital organs and the oxygen supply to the blood cells. Adequate classroom ventilation is an important concern for students with this disability. Because many vital organs are affected, the student with sickle cell anemia may also suffer from eye disease, heart condition, lung problems and acute abdominal pain. At times, limbs or joints may be affected. The disease is characterized by severe crisis periods with extreme pain, which may necessitate absence from class and even hospitalization. Completing academic assignments during these periods may not be possible.

**Specific Learning Disability**
A disability that affects one or more of the psychological processes involved in understanding. Specific learning disabilities can affect a student's ability to listen, think, speak, read, write, spell, and do math.

**Spina Bifida**
A failure of the spinal column to fuse properly, leaving one or more neural elements of spinal cord unprotected. A student with this disorder may experience temporary or permanent limited physical movement or ambulation.

**Traumatic Brain Injury**
Is becoming increasingly prevalent. The person often exhibits one or more of the following symptoms: short-term memory problems, serious attention deficits, auditory dysfunction, cognitive deficits, behavior problems, problems of judgment, and serious anxiety attacks.

**RESOURCES**
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The Library & Learning Support Specialist coordinates the following services with regard to students with disabilities:

- Alternate exam arrangements
- Securing classroom note takers
- Finding alternative format textbooks
- Enlarging text
- Securing classroom furniture

Library & Learning Support:
Found on each campus, Library & Learning Support Department functions to help develop the academic potential of each NLU student. Tutoring appointments can be made by phone at 312-261-3374 or by completing the online request form at [http://www.nl.edu/librarylearningsupport/requestanappointment](http://www.nl.edu/librarylearningsupport/requestanappointment).
Students with Disabilities Grievance Procedures (as printed in 2015-2016 Student Guidebook)

A student or applicant who decides to file a formal complaint should contact the University Ombudsman, 312.261.3461. If the grievance concerns the actions of the University Ombudsman, contact the Vice President of Student Services at 847.947.5409. All other grievances will be promptly investigated and reviewed by the University Ombudsman. The purpose of the review is to determine if University policy and applicable federal and local law have been followed and, if not, to address the consequences that may have resulted and take appropriate corrective action. Information relevant to the matter may be requested from the involved parties. The University Ombudsman will provide a response notifying the student or applicant of the findings and recommendations.

A student or applicant who uses the complaint procedure must not be retaliated against for doing so. The student or applicant may choose another student, faculty or staff employee to accompany him or her through the procedure. The other student or employee may help to express the complaint. A student or applicant who finds that a complaint is not resolved to his or her satisfaction may appeal to the Director of Student Experience or Vice President of Student Services. The finding and response from either of these officers is the final response for the University. Additionally, a student or applicant who believes that s/he has been harassed or discriminated against because of a disability can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. The Illinois and Wisconsin regional office is located at 500 W. Madison St., Chicago, IL, 60661. The Florida regional office is located at 61 Forsyth St. W, Ste. 19T10, Atlanta, GA 30303.