

Shawnee State University  
Office of Accessibility Services  
Faculty Handbook

*Information and Guide for Working with Students with Accommodations  
Fall 2017-Spring 2018*

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## *Introduction*

Shawnee State University prohibits discrimination against any individual because of race, color, genetic information, religion, age, disability, national origin, ancestry, sex, pregnancy, sexual orientation, veteran status or military status.

The Office of Accessibility Services at Shawnee State University offers support and empowerment to students with disabilities as they embark on their academic and professional goals.

### Mission

The Office of Accessibility Services assists a student's integration into the University community by advocating for a student's rights, promoting awareness of disability issues, and ensuring equal access to University academics, programs and activities.

### Vision

Encourage a campus environment that fosters student's independence, inclusion and academic success.

This handbook will provide information on student eligibility, the accommodation process, student and faculty rights and responsibilities, testing protocol for accommodation exams, and information on accessibility issues for identified students.

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## *Academic Accommodations*

Accessibility Services is committed to meeting the needs of its students and striving for inclusion and access to all SSU classes and academic programs. This is done by determining reasonable accommodations. Individualized accommodations are not designed to give the student an advantage over other students, to alter a fundamental aspect of the course, nor to weaken academic rigor. The goal is to give the student with a disability equal access to the learning environment.

### *How to Request Academic Accommodations*

1. Student schedules to meet with a Coordinator of Accessibility Services via phone or e-mail.
2. Student will complete an Application for Services and bring the form to their scheduled appointment.
3. Student brings approved documentation for intake process at first meeting with Coordinator. Approved documentation includes the following: (Last IEP/504 plan, recent psychological, or letter from physician documenting the disability).
4. A Coordinator of Accessibility Services reviews the documentation and determines eligibility according to guidelines of the Americans with Disabilities Act.
5. A Coordinator of Accessibility Services provides student with approved accommodation letters after intake meeting for each enrolled course.
6. Student is required to obtain approved accommodation letters for each enrolled course every semester, preferably prior to the beginning of the semester or within the first week of classes. Students must hand deliver the letter to each of their instructors.

### *Types of Accommodations*

#### Testing Accommodations

- 50% to double extended time
- Distraction reduced space

#### Alternative Media

- Convert textbooks to audio format
- Enlargement of exams

#### Sign Language Interpreting/Transcribing

- ASL Interpreters

- Interpreters of the Deaf, LLC Sign Language Services

#### Assistive Technology

- ZoomText
- Dragon NaturallySpeaking
- Snap and Read

#### Note Taking Services

- Peer note takers in class
- Digital recorders

### *Temporary Disabilities*

Students who may qualify for temporary accommodations:

- Pregnant students
- Students who have had a recent surgery
- Students who have an injury to their dominant hand
- Students who experience a temporary vision or hearing loss

\*Faculty are encouraged to refer students that have a temporary disability or any student that states they need an accommodation in the classroom and they are not currently working with Accessibility Services.

### *Confidentiality*

- All documentation is kept secure and confidential. Only limited staff has access to the information.
- Accessibility Coordinators can discuss accommodations and ways those accommodations benefit students, but cannot discuss the student's documented disability.
- Faculty should not disclose to other student's in the class about another student's accommodations.
- Students are encouraged to meet confidentially with faculty during office hours to discuss details of accommodations.

## *Student's Rights and Responsibilities*

Students have the right to confidentiality and to receive approved reasonable accommodations.

Students have the right to appeal denied accommodations or auxiliary aids.

### Students are responsible for the following:

- ✓ Provide sufficient documentation for eligibility to receive accommodations.
- ✓ Initiate request for accommodations every semester based on enrolled courses.
- ✓ Contact a Coordinator immediately if accommodations are not being met.
- ✓ Adhere to the University Excused Absence Policy.
- ✓ Communicate with faculty to address scheduling issues with exams, such as conflict with extended time and class schedule.

## *Faculty's Rights and Responsibilities*

Faculty have the right to discuss accommodations with students.

Faculty have the right to evaluate students on essential functions and skills of the course. A student's accommodations do not change course structure or objectives.

### Faculty have the following responsibilities:

- ✓ Provide accommodations listed on notification only.
- ✓ Keep student's accommodations confidential.
- ✓ Clearly communicate testing dates and procedures.
- ✓ Try to communicate assignments in writing to all student's in the classroom.
- ✓ Do not allow students with accommodations to make-up work or exams unless they have medical excuses that adhere to the University Excused Policy.
- ✓ Pick up exams from the Success Center and grade as soon as possible so students will be aware of their grade status in the course.

## *University ADA Statement for Course Syllabi*

Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Student Success Center, Massie Hall, 740-351-3276 to schedule a meeting to identify potential reasonable accommodation(s).

Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then required to meet with their instructors to discuss the student's specific needs related to their disability. If a student does not make a timely request for disability accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation might not be able to be provided.

## *Notification of Accommodation Letter*

Office of Accessibility Services  
Shawnee State University

Notice of Approved Accommodation

This certifies that the following student is qualified for accommodations. This student has qualified for services by providing documentation sufficient to authenticate their disability and requesting accommodations for the current semester.

Shawnee State University is a covered entity under the Americans with Disabilities Act of 1990 (<http://www.usdoj.gov/crt/ada/adahom1.htm>) and Section 504 of the Rehabilitation Act of 1973 (<http://hhs.gov/ocr/504.html>) requiring educational institutions to make their programs accessible to qualified individuals with disabilities. The accommodations listed below are approved for the following:

Student Name:

Student ID:

Semester:

Effective Date:

Approved Accommodations:

- Extended testing time (up to double)
- Limited distraction testing environment

The student **must** present this Notice of Approved Accommodation to the instructor **before** the accommodations listed above should be implemented.

Please direct all questions concerning accommodations to the Office of Accessibility Services, ext. 3106 or 3276.

## *Accommodation Testing Procedures*

- All exams must be in the Success Center ready for the students to take their exams at the regular scheduled class time. **EXAMS SHOULD BE DROPPED OFF IN THE STUDENT SUCCESS CENTER ONE DAY PRIOR TO TESTING BY 2 P.M. ELECTRONIC FORMATS SHOULD BE SENT 48 HOURS IN ADVANCE.**
- Students will have a window of testing time on exam day and be allowed to test both 2 hours prior to class time and 2 hours after class time.
- Students enrolled in night classes are encouraged to begin their exam by 5p.m. in order to finish with extended time prior to the Student Success Center closing. The hours of the Student Success Center are Monday-Thursday (7:30a.m.-11:00p.m.) and Friday (7:30a.m.-5:00p.m.) Exceptions can be made for starting later Monday-Thursday if the student acknowledges the time is sufficient, however on Friday exams should be started no later than 3p.m.
- Faculty will come to the counter in the Student Success Center in Massie Hall and ask for a testing envelope. That envelope will require student and faculty name, class name, as well as any other instructions the faculty has for testing. **Faculty must check the box for accommodations at top of envelope.**
- Electronic submissions to an Accessibility Coordinator should include all instructions and test taking time in the e-mail from faculty.
- Exams will be logged into AccuTesting and filed in the locked testing cabinet behind the front counter.
- The student who has been granted the accommodations will show up at the Student Success Center, within the days and times given by the instructor.
- The student will show ID and will leave all materials in the locker area and take their exam in one of the testing rooms.
- When the student is finished he or she will return the exam to the counter, where it will be returned to the testing envelope to be picked up by the faculty at their convenience.

## *Consulting with Accessibility Services*

- Accessibility Services intends to be a resource to both student and faculty. Please do not hesitate to contact our office with any questions or concerns.
- When in doubt about how to handle a situation with an accessibility student, please contact a coordinator by e-mail or phone. In addition, we can serve as a mediator in a face-to-face meeting with a student and faculty member.



### *Key Points for Faculty's Role in ADA Compliance*

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>• Use and understand the ADA Statement for your syllabi</li> </ul>	<ul style="list-style-type: none"> <li>• Ask a student what his or her disability is</li> </ul>
<ul style="list-style-type: none"> <li>• Create flexible learning environments (Universal Design for Learning) in your courses to promote learning opportunities for everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Publicly discuss a student's requests for academic accommodations in your classes</li> </ul>
<ul style="list-style-type: none"> <li>• Use information from the Notification of Accommodations letter when implementing academic accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Provide accommodations in a way that identifies or calls attention to the student requesting the accommodation</li> </ul>
<ul style="list-style-type: none"> <li>• Talk privately with the student who requests academic accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Make assumptions about students' needs if they have not requested an academic accommodation</li> </ul>
<ul style="list-style-type: none"> <li>• Contact an Accessibility Coordinator for assistance and to clarify information</li> </ul>	<ul style="list-style-type: none"> <li>• Provide accommodations <u>not</u> listed on the accommodation letter. When in doubt, you should consult with an accessibility coordinator</li> </ul>
<ul style="list-style-type: none"> <li>• Keep confidential all information about the student's disability and accommodations</li> </ul>	

### *Addressing Atypical Behavior*

Below is a brief list of indicators that a student may be struggling in your course--some of which may be occurring due to the impact of a disability. Please keep in mind that this information is NOT intended to diagnose; it is intended as a guide and may lead to a private discussion with the student or a referral (which is discussed in the next heading).

- Loud voice or unusual tone; flat affect in conversation
- Too little or too much eye contact or proximity to conversation partner(s)
- Difficulty conversing with peers in social or group work situations
- Frequent interruptions of instructor or classmates during class
- Inappropriate or off-topic comments
- Excessive fidgeting

- Daydreaming
- Frequent forgetfulness or constant need for reminders to complete tasks
- Easily frustrated or visibly upset when asked to complete a specific task
- Rigid or inflexible toward rules or guidelines for task completion
- Difficulty seeing written material from a distance or up close
- Difficulty hearing verbal instructions or classroom discussions
- Sensitivity to classroom stimuli (i.e., light, sound, smell, colors, objects, temperature)
- Frequent absences from class or needs to leave class frequently
- Often loses or misplaces materials for class
- Frequent tardiness to class
- Goes beyond time limit for exams
- Quiet or withdrawn in class
- Frequent grammatical errors or misspellings in written work
- Slower response times in receiving/expressing verbal or written communication
- Noticeable anxiety during class presentations or discussions (i.e., pale skin, sweating, blushing, rapid or shallow breathing)
- Illegible handwriting or noticeable difficulty with handwriting
- Difficulty listening and writing simultaneously; gaps in class notes
- References to prior attempts to harm to self or others in class discussion or written assignments

### *How to Refer a Student (Early Alert)*

Faculty should create an early alert on any student as soon as possible to address either academic or behavioral concerns. Even if the behavior may be due to the student's documented disability it should be addressed if it poses an undue burden on the learning environment. Academic issues include not completing or turning in work, chronic absenteeism, as well as poor performance on exams.

*Instructions for creating an early alert (Refer a student):*

1. Go to Faculty tab in MYSSU.
2. On the right hand column, under Bookmarks is the Refer a Student link.  
<https://myssu.shawnee.edu/ICS/Faculty/>
3. This can also be found under the Retention page at  
<http://www.shawnee.edu/retention/refer.aspx>
4. Click the "Refer a Student Form" button.
5. Complete the form and submit.

## *Universal Design in the Classroom*

As the number of individuals being diagnosed with learning disabilities has increased, so have the understanding and utilization of academic and technological strategies for accommodation. There are a number of things instructors can do while planning a course to make it more accessible to all students, including those with learning disabilities. Proactively consider these strategies is part of a process called universal design (UD). UD offers the following suggestions:

- Include a statement in your syllabus inviting students to talk with you and the disability services office about disability-related issues.
- Point out campus resources available to all students such as tutoring centers, study skills labs, counseling centers, and computer labs.
- Clearly and early in a course define course requirements, announce the dates of exams, and tell students when assignments are due. Avoid last-minute readings or additional assignments and provide advance notice of changes in assignments and due dates.
- Provide printed materials early to allow students sufficient time to read and comprehend the material. Many students with learning disabilities find it beneficial to use software that can read the textbook and other text-based materials aloud. In order for them to take advantage of this technology, the printed text must first be converted into an electronic file. This process can be time-consuming.
- Use multi-modal methods to present classroom material, in order to address a variety of learning styles and strengths (e.g., auditory, visual, kinesthetic). Provide important information in both oral and written formats.
- When teaching a lesson, state objectives, review previous lessons, and summarize periodically.
- Use more than one way to demonstrate or explain information.
- Read aloud what you write on the board or present on an overhead visual.
- Keep instructions brief and uncomplicated. Repeat them word-for-word.
- Allow time for clarification of directions and essential information.
- Use captioned videos and know how to turn on the captioning feature. Although captioned videos are typically used for students who are deaf, they also help some students with learning disabilities and those for whom English is a second language, by ensuring content is presented visually and audibly. Give all students an opportunity to view a video multiple times (e.g., by making it available in a library or learning center, or on a website).
- Provide study guides or review sheets.

- Have multiple methods for course assessment, such as allowing students to take an exam or writing a paper; work alone or in a group; or deliver an oral, written, or videotaped project presentation.
- Stress organization and ideas rather than mechanics when grading in-class writing assignments and assessments.
- Design distance learning courses with accessibility in mind. For example, avoid real-time chat sessions, because not all students can type quickly or accurately enough to fully participate.