

***Shawnee State University
Office of Accessibility Services
Faculty and Adjunct Handbook***

*Information and Guide for Working with Students with Accommodations
Fall 2019-Spring 2020*

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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 the Coordinator of Accessibility Services through online appointment scheduling (Calendly).
2. Student will complete necessary intake paperwork on the day of the appointment prior to meeting with coordinator.
3. Student brings approved documentation for intake process at first meeting with Coordinator. Approved documentation includes the following:
 - Last IEP/504 plan from high school
 - Recent psychological evaluation
 - Letter from physician documenting disability (date of diagnosis, severity and current treatment)
4. The Coordinator of Accessibility Services reviews the documentation and determines eligibility according to guidelines of the Americans with Disabilities Act.
5. The Coordinator of Accessibility Services provides student and instructors with an approved accommodation letter sent through secure e-mail at the beginning of the semester.
6. Student should meet with their instructors during the first couple of weeks of classes by stopping in during the instructor's office hours.

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

- Interact-Streamer

Assistive Technology

- Kurzweil 3000
- ZoomText
- Dragon NaturallySpeaking

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.
- The Accessibility Coordinator can discuss accommodations and ways those accommodations benefit students, but cannot discuss the student's 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 only the accommodations listed on notification letter that is electronically sent.
- Keep student's accommodations confidential.
- Clearly communicate testing dates.
- Try to communicate assignments in writing to all student's in the classroom.
- Complete the Accommodation Proctor Form and attach exam to submit at a minimum of 24 hours in advance.
- Upload exams to Blackboard when appropriate, as this is the preferred accessible format for students.

University ADA Statement for Course Syllabi

Any student who believes s/he may need an academic accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Hatcher Hall, 740-351-3106 to schedule a meeting to identify potential reasonable academic accommodation(s). Students are strongly encouraged to initiate the academic accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are encouraged to meet with their instructors during the instructor's office hours to discuss their specific needs related to their disability. The academic accommodation letter will be sent to the instructor and student via secure e-mail prior to the semester start date. Any questions regarding the academic accommodations on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodations and/or fails to meet with the Coordinator of Accessibility Services, a reasonable academic accommodation might not be able to be provided.

Notification of Accommodation Letter

Office of Accessibility Services Notice of Approved Accommodation
Shawnee State University

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

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

Academic Accommodation Testing Procedures

For students who receive extended time on in class quizzes and examinations and/or limited distraction testing environment, Accessibility Services has the following testing procedures:

1. Instructors must complete the [Accommodation Testing Proctor Form](#) and attach the exam (unless it is a Blackboard exam), and submit at least a minimum of 24 hours in advance (48 hours is preferred).
2. Instructors must create a Google Account in order to attach the exam to the Accommodation Proctor Form.
3. Students are responsible for scheduling their testing appointment in Hatcher Hall within the same business day, however testing at the same time of the class is recommended.
4. Students schedule their testing through Calendly and the appointment scheduler is available on the Accessibility Services page. [Schedule Testing Appointment](#)

Consulting with Accessibility Services

- Accessibility Services intends to be a resource to both student and faculty. Please do not hesitate to contact the office with any questions or concerns.
- When in doubt about how to handle a situation with an accessibility student, please contact the 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

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

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 ADA statement in your course syllabi and speak with the Accessibility student confidentially during office hours rather than in the classroom.
- 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.
- 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.
- 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.