

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

*Supporting Students with Accommodations:  
Faculty and Staff Guide  
Fall 2025 - Spring 2026*

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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.

Office of Accessibility Services  
940 2<sup>ND</sup> Street, Portsmouth, OH 45662

1<sup>st</sup> floor – Massie Hall – Student Success Center

<http://www.shawnee.edu/offices/accessibilityservices>

Michelle Boldman M.S., Accessibility Services Coordinator

[mboldman@shawnee.edu](mailto:mboldman@shawnee.edu)

Phone: 740.351.3163

## ***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.

*Accommodations are not retroactive. They apply from the date of approval forward. Students are encouraged to communicate with instructors early each term to ensure timely implementation of supports.*

## ***How to Request Academic Accommodations***

1. Student schedules to meet with the Coordinator of Accessibility Services by emailing [mboldman@shawnee.edu](mailto:mboldman@shawnee.edu)

Accessibility Services Coordinator will email paperwork and link to schedule appointment (<https://calendly.com/mboldman-shawnee/ssuaccommodations>).

2. Student will complete necessary intake paperwork prior to meeting with coordinator.
3. Student may email approved documentation for intake process prior to the first meeting with Coordinator. Student may also bring the required documents with them to initial intake meeting. 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***

*Accommodations are individualized and determined on a case-by-case basis. This list is not exhaustive.*

### Testing Accommodations

- 50% to double extended time
- Reduced distraction space

### Alternative Media

- Convert textbooks to audio format
- Enlargement of exams

### Sign Language Interpreting/Transcribing

- Interact-Streamer
- Close captioning – where available

### Assistive Technology

- Read & Write
- ZoomText

### Note Taking Services

- Ability to Audio Record class lectures for note taking purposes

## ***Temporary Disabilities***

Students who may qualify for temporary accommodations:

- Pregnant students diagnosed with a disability as a result of pregnancy
- 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 students 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.
- Scheduling testing/exams
- 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 students in the classroom.
- Upload exams to Blackboard when appropriate, as this is the preferred accessible format for students.

***\* Accommodations must be used as approved and intended. Misuse or abuse of accommodations may result in a review and potential removal of accommodation(s) and disciplinary action.***

## ***University ADA Statement for Course Syllabi***

Any student who believes they may need an accommodation based on a documented disability should first contact the Coordinator of Accessibility Services at (740) 351-3163, or [mboldman@shawnee.edu](mailto:mboldman@shawnee.edu) (Student Success Center, Massie Hall) and 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.

The [Office of Accessibility Services](#) will gather relevant information and determine whether an accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible.

The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so.

Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

## ***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, 740.351.3163, or email Michelle Boldman – [mboldman@shawnee.edu](mailto:mboldman@shawnee.edu)

## ***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:

Testing at the Student Success Center:

1. **Students are responsible for scheduling their testing through Calendly:**  
<https://calendly.com/ssuaccessibility/testing-accommodation>
2. The student should schedule exams the day of the exam or the next closest available day.
3. Once the student is scheduled, they will receive a confirmation email, that email should be forward to their instructor for that exam to confirm accessibility testing date/time. This also allows the instructor to know when and where to send exam material.
4. If the student needs to cancel a testing appointment, it can be done through the confirmation email that was originally sent to them. They may also contact the student success center, or the Accessibility Services Coordinator.
5. Faculty may drop off/pick up exams in the student success center, or email them to [mboldman@shawnee.edu](mailto:mboldman@shawnee.edu) and/or [makeuptesting@shawnee.edu](mailto:makeuptesting@shawnee.edu)
6. Faculty should be sure to include any instructions for exams, such materials and tools the student is allowed to have. Timing allowed should also be stated and clarified if the timing is the time allotted with accommodations.

Other testing options:

1. Students may coordinate with their instructor to take the exam with them during a time that is sufficient for both parties.

## ***Consulting with Accessibility Services***

- Accessibility Services aims to be a valuable resource for both students and faculty. We encourage you to reach out to our office with any questions or concerns.
- If you are uncertain about how to address a situation involving a student with accessibility needs, please do not hesitate to contact the coordinator via email or phone. Furthermore, we are available to facilitate mediation in a face-to-face meeting between the student and faculty member.



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

*Do's and Don'ts :*

# **Your Guide to Accessibilities**

## **Do's**

- ✓ Respect Confidentiality - Treat accommodation letters and discussions as a private matter. Avoid singling out students or discussing accommodations in public.
- ✓ Be proactive - include accessibility statement in your syllabus.
- ✓ Offer a safe and supportive environment for communication. Ask how you can best implement accommodations without making assumptions.
- ✓ Follow the accommodations plan
- ✓ Be flexible - Recognize that accommodations may vary and be willing to adapt your teaching methods.
- ✓ Engage with Accessibility Services - Seek guidance or clarification when needed.

## **Don'ts**

- ✗ Question/Challenge a student's need for accommodations.
- ✗ Publicly identify students - Never disclose a student's disability or accommodations in front of the class or to peers.
- ✗ Make assumptions - Disabilities are diverse and not always visible. Avoid assumptions about what a student can or cannot do.
- ✗ View Accommodations as an advantage - accommodations offer equity, not giving students an unfair edge.
- ✗ Ignore accessibility in assessments - Make all material accessible, ensuring all student can participate fully.

## *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.