A Faculty Guide to Students with Disabilities

Student Accessibility and Disability Services

Student Resource Center
DeRicci, Room 206G
Tel: 608-663-2281
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Message to Faculty:

Dear Edgewood College Faculty,

The Office of Student Accessibility and Disability Services (OSADS) has developed this Faculty Guidebook to help you understand what is required of us by law, what we require of students, and the accommodations authorization process.

The Office of Student Accessibility and Disability Services deeply values the input of faculty in its effort to ensure that students with disabilities have equal access to college curricula. In particular, OSADS relies on faculty guidance in striking the balance between accommodating students with disabilities and preserving academic standards. The Office will collaborate with faculty to determine reasonable accommodation and to maintain the integrity of course standards and program requirements. It is important to mention that improving the quality of instruction for students with disabilities can also improve the quality of the instruction for students without disabilities; therefore, all students will benefit.

If you have questions about certain disabilities or need clarification about any authorized accommodations please contact the Director of Student Accessibility and Disability Services.

Grace Bandoh, Ph.D.
Edgewood College, Monroe Campus
De Ricci, Room 206G
Tel: 608-663-2218
FEDERAL LAWS
Family Education Rights and Privacy Act (FERPA) of 1974
All student records are governed by FERPA which assures primary educational privacy rights to students including (a) the right to inspect and review education records, (b) the right to seek to amend education records, and (c) the right to have some control over the disclosure of information from education records.

FERPA protects academic records. While medical information is not protected by FERPA, information used to determine appropriate educational placement and achieve educational goals is protected. Thus, documents submitted by persons receiving or requesting disability services is protected information and will be kept confidential unless a release of information is provided by the student or unless the release is specifically allowed under the law.

In accordance with FERPA, disability-related information may be shared on a limited basis within the academic community on a “need to know” basis pertaining to a specific and/or an emergency situation. The “need to know” is determined in each instance by the Director of Student Accessibility and Disability Services.

REHABILITATION AND ADA LAWS

The Rehabilitation Act of 1973 and Sections 504 and 508
Section 504 of the Rehabilitation Act was designed to ensure that any program or activity receiving federal financial assistance does not discriminate on the basis of a disability for otherwise qualified persons. A person with a disability is defined as any person who:
- Has a physical or mental impairment that substantially limits one or more major life activities
- Has record of such an impairment, or
- Is regarded as having such an impairment

What is Section 504?
Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity.

What is Section 508?
Section 508 requires electronic and information technology to be accessible to people with disabilities, including employees and members of the public. An accessible information technology system is one that can be operated in a variety of ways and does
not rely on a single sense or ability of the user. For example, a system that provides output only in visual format may not be accessible to people with visual impairments and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508.

**American with Disabilities Act (ADA) of 1990**
The Americans with Disabilities Act of 1990 requires that people with disabilities be provided equal access to public programs and services. According to this law, no otherwise qualified individuals with disabilities shall, solely by reason of their disabilities, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in these programs.

**Americans with Disabilities Act Amendment Act (ADAAA) of 2008**
In 2008 the ADAAA was passed. It generally states that employers with 15 or more employees must comply with the federal ADAAA law and state law in regard to the new amendments, and must apply the standard most beneficial to the employee. The Act retains the ADA’s basic definition of a disability as:

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

**Physical or Mental Impairment that Substantially Limits a Major Life Activity**
The Section 504 regulatory provision defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as developmental disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

**Major Life Activities**
Section 504 of the Rehabilitation Act defines major life activities to include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In the Amendments Act, Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of “major bodily functions” that are major life activities, such as the functions of the immune
system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The ADAAA has expanded the definition of ‘major life activities’ to include (the bold items are the newly added activities):

<table>
<thead>
<tr>
<th>Previous Definition of Major Life Activity (MLA)</th>
<th>Current Definition of Major Life Activity</th>
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<td>Breathing</td>
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<td>Working</td>
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<td>Caring for oneself</td>
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<td>Performing manual tasks</td>
<td>The operation of a major bodily function</td>
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<td>Learning</td>
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ADA TERMINOLOGY AND MEANING

“Qualified” with respect to postsecondary educational services, means a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.

“Person with a disability” means any person who (1) has a physical or mental impairment which substantially limits one or more major life activities including: walking, seeing, hearing, speaking, breathing, learning, and working, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

What is an Accommodation?

An accommodation is a legally mandated modification or service that gives a student with a disability an equal opportunity to benefit from the educational process (e.g. classes, programs, and coursework). The emphasis is on access, not outcome. This is done by providing the student with a disability equal access to the content and activities of a course.

What is Reasonable Accommodation?

- An adjustment or change in the delivery of instruction
- The identification of an alternative activity or assignment
- A reasonable adjustment to the removal of architectural or transportation barriers
- The provision of auxiliary aids and services that does not result in a fundamental alteration of programs, services, or activities
Examples of reasonable accommodations include the administration of exams with extended time or smaller proctored environment
- Students with disabilities are required to meet the same academic and technical standards as their non-disabled peers, using reasonable accommodations

ACCOMMODATING STUDENTS WITH DISABILITIES IN THE CLASSROOM

Syllabus Disability Statement
In postsecondary settings it is the student’s responsibility to request disability-related accommodations, but a faculty member can include a statement on the class syllabus inviting students who have disabilities to discuss academic needs. A statement should be placed on your course syllabus indicating your willingness to provide reasonable accommodations to students with disabilities. This statement acts as an invitation for students with disabilities to meet with the faculty member, in a confidential environment, to review course requirements and to discuss their disability-related needs. Examples of such statements are as follows:

- It is a college policy to provide reasonable accommodations to students with disabilities. If you would like to request accommodations due to a physical, mental, or learning disability, please contact Student Accessibility and Disability Services.
- Any student with a documented disability needing academic accommodation is requested to speak directly to the Director of Student Accessibility and Disability Services as early in the semester (preferable within the first week) as possible. All discussions will remain confidential.
- If you have a hidden or visible disability that may require classroom or test accommodation, please contact Student Accessibility and Disability Services.
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Director of Student Accessibility and Disability Services.

NOTE: Faculty does NOT have the right to ask students if they have a Disability or ask about the nature of the Disability. However, if students choose to disclose their disability, this information should be treated confidential.

Instructional Design
Instructor flexibility plays a key role in supporting the success of students with health impairments as many health conditions by nature are unpredictable. The provision of course outlines with clear and well organized information regarding readings, materials, assignments, and exams can help the student plan, organize, and prioritize his/her course requirements. Posting information on the Web is another way for a student to acquire
important information without the need to be physically present in class. Prior knowledge of deadlines and exams may help the student plan medical visits and/or medical procedures around important class dates. Computer-based instruction, distance learning, and other options that minimize travel and classroom-based instruction provide feasible alternatives for students with illnesses that make regular class attendance difficult.

Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials and strategies to improve access for everyone. For example, captions on multimedia benefit students with hearing impairments, those whose first language is not English, and people with some types of learning disabilities.

**Useful Teaching Techniques**

Below you will find examples of teaching techniques in the classroom, laboratory, examinations, and fieldwork that benefit all students, but are especially useful for students who have disabilities.

**Classroom**

- Select course materials early so that students and the Student Accessibility and Disability Services staff have enough time to translate them to audiotape, Braille, and large print
- Make syllabi, short assignment sheets, and reading lists available in electronic format (e.g. email, online)
- Design course web pages to be accessible to students with disabilities. For further information refer to [www.uw.edu/computing/accessible/howto.html](http://www.uw.edu/computing/accessible/howto.html)
- Face the class when speaking. Repeat discussion questions
- Write key phrases and lecture outlines on the blackboard or overhead projector

**Laboratory**

- Take the student on a tour of the lab she or he will be working in. Discuss safety concerns
- Assign group lab projects in which all students contribute according to their abilities
- Arrange lab equipment so that it is accessible to and visible by everyone
- Give oral and written lab instructions

**Examination and Fieldwork**

- Ensure that exams test the essential skills or knowledge needed for the course or field of study
- Some students will require extra time to transcribe or process test questions
- Follow campus policies regarding extra time on examinations
- Consider allowing students to turn in exams via email or CD
- Attempt to include student in fieldwork opportunities, rather than automatically suggesting non-fieldwork alternatives. Ask students how they might be able to do specific aspects of fieldwork
- Include special needs in requests for field trip vehicle reservations
Instructional Tips for Faculty Working with Students with Disabilities

Each student with a disability is encouraged to register with the office that supports students with disabilities in order to receive accommodations. Personnel from our office typically email instructors a letter documenting specific accommodations required for the student with the disability. It is the responsibility of the instructor to provide the accommodations. It is the student’s responsibility to fulfill the academic requirements of the course. The best solutions result when the instructor, student, and Disability Services professional work cooperatively. Meeting as a group may facilitate problem-solving alternatives. Respecting the privacy of the student by not discussing his or her disability or accommodations with others outside of the meeting is essential.

Learning Disability

A learning disability (LD) is a hidden disability. Learning disability is a disorder that affects a person’s ability to either interpret what they see and hear or to link information from different parts of the brain. Learning disability covers disorders that impair such functions as reading (Dyslexia), writing (Dysgraphia) and mathematical calculation (Dyscalculia). No students have exactly the same pattern or type of learning variance associated with a given learning disability. Students with learning disability should have access to:

- Note-taker and/or audio-taped class sessions
- Captioned films
- Extra exam time, alternative testing arrangements
- Visual, aural, and tactile instructional demonstrations
- Computer with voice output, spellchecker, and grammar checker

Hearing Impairment

A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. If the loss is mild, the person has difficulty hearing faint or distant speech. If the hearing loss is severe, the person may not be able to distinguish any sounds. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Others may require the use of American Sign Language interpreters in the classroom setting. Instructional tips include the use of:

- American Sign Language, lip read, speak, write, or a combination of methods
- Replace terms such “here” and “there” with more specific terms such as “on the second line” and “in the right hand corner”
- Real-time captioning, FM system, Visual aids
- Note-taker
- Do not shout. Hearing aids make sounds louder, but they do not clarify a person’s reception or understanding of the sound
- Try to reduce the amount of ambient noise in the environment, such as fans or background noise
- Written assignments, lab instructions, summaries, notes
- Use of email for class and private discussions
• Visual warning system for lab emergencies
• The instructor should keep a minimum amount of lighting on when presenting audiovisual information so the instructor or interpreter can be seen at all times. It is helpful to supply the student with a written explanation of a demonstration in advance
• Videotapes or movies should be open or closed-captioned. If they are not, the student should be provided with notes or a summary
• Refrain from speaking while writing on a board or while turned away from the student

**Visual Impairment: Low Vision and Blindness**
Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. Visual disabilities vary widely. Some students may use a guide dog, others a white cane, while others may not require any mobility assistance.

**Low Vision**
• Seating near front of the class
• Provide large print copies of classroom materials by enlarging them (e.g. large print handouts, lab signs, and equipment labels)
• TV monitor connected to microscope to enlarge images
• Class assignments made available in electronic format
• Computer equipped to enlarge screen characters and images

**Blindness**
• Verbal descriptions of visual aids
• Audiotaped, Brailled or electronic-formatted lecture notes, handouts, and texts
• Braille lab signs and equipment labels, auditory lab warning signals
• Raised-line drawings and tactile models of graphic materials
• Adaptive lab equipment (e.g., talking thermometers, calculators, light probes, and tactile timers)
• Computer with optical character reader, speech output, Braille screen display, and printer output.
• Provide students with chapter outlines or study guides that cue them to key points in their readings
• Read aloud material that is written on the chalkboard or that is given in handouts or transparencies
• If a specific task is impossible for a student to carry out, consider an alternative assignment
Mobility Impairment
The term mobility impairment can be applied to students with a range of impairments from a temporary disability (e.g., broken arm) to a permanent disability (e.g., spinal cord injury). Some students with mobility impairments have limited coordination and endurance, others use braces or a wheelchair, and yet others require a personal assistant to perform bodily functions. While the degree of disability varies, students may have difficulty getting to and from class, performing in class and managing out-of-class tests and assignments. Thus, a variety of academic accommodations, assisting devices, and instructional strategies might be necessary for working with these students. For example:
- Classrooms, labs, and field trips must be in accessible locations
- Adjustable tables, lab equipment must be located within reach
- Offer note-taker, lab assistant, group lab assignments
- Class assignments must be made available in electronic format
- Lengthened pull-chains on safety showers
- Computer equipped with special input device (e.g., voice input, alternative keyboard)

Health Impairment
- Flexible attendance requirements
- Note takers
- Extra exam time
- Assignments made available in electronic format
- Use of email to facilitate communication

TESTING ACCOMMODATIONS POLICY & PROCEDURES
A Testing Accommodation Form is essentially an appointment/scheduling document used to communicate test-proctoring information to the Disability Services Testing Center (i.e., length of exam, test materials allowed, format of exam, and exam delivery). The form is required for each exam, test, and quiz a student wishes to take in the testing center. It is the student’s responsibility to submit the completed form to Disability Services one week prior to the test date. A completed form includes the student’s name, phone number, email address as well as the instructor’s name and the testing parameters. Students must submit completed forms to the Student Resource Center (SRC).

Arranging for Proctored Test or Exam
Students are required to present their instructor with a Testing Accommodation Form for each exam, test, or quiz that will be administered in the Student Resource Center.

Testing Accommodation Form
When students want to use their accommodations on an exam, they need to submit forms to our department and their instructor. Both of these forms need to be in at least one
week before the scheduled exam time, unless other arrangements have been made with our office and the instructor.

**Testing Envelope**
For instructors submitting a hard copy of a test. Students should use an envelope if they are not sure of the professor's preference. Students fill out the top portion of the envelope, then turn it in to their instructor. The instructor should fill in the bottom portion and return it with the exam to Accessibility and Disability Services before 3:00pm the day before the exam.

**Electronic Delivery Info Sheet**
For instructors submitting an electronic copy of the test. Students fill out the top portion of the sheet, then turn it in to their instructor. The professor should follow the instructions on the bottom portion of the sheet, sending us an email which has the exam attached and includes what materials the student is allowed to use and how the instructor would like the exam returned to them. This email should be sent before 3:00pm the day before the exam.

If the date of the exam changes, faculty can e-mail gbandoh@edgewood.edu with updates and instructions and copy our Assistive Technology Specialist on the email KShannon@edgewood.edu. Students are NOT allowed to make testing changes without prior consent of course instructor.

**OTHER ACADEMIC RELATED RESOURCES AT EDGEWOOD COLLEGE**

**Student Resource Center**

**Career Services:**
DeRicci Bldg., Rm 206; phone: 608-663-2281

**Learning support services**
DeRicci Bldg., Rm 206; phone: 608-663-2281

**Counseling Services**
DeRicci Bldg., Rm 206; phone: 608-663-2281

**Mathlab/Tutoring Center**
DeRicci Bldg., Rm 206; phone: 608-663-2281

**Academic Advising Services**
Regina Hall, Basement; 608-663-2296
Writing Center
Library Main Floor; phone: 608-663-3278; Hours: Mon-Thur 9-9, Fri 9-2, Sun 1-5

Health Services
Predolin Bldg., Rm 208; phone: 608-663-8334

Edgewood Central
Financial Aid, Student Accounts, Registration; phone: 608-663-4300

Registrar’s Office
Phone: 608-663-3256; http://registrar.edgewood.edu

Bookstore
Phone: 608-663-2213
Sample: Accommodation Letter to Faculty

Date: -----/5/27/2016

Dear INSTRUCTOR’S NAME,

This letter is to inform you that, STUDENT’S NAMES, who is enrolled in your course ------, is eligible for alternative testing arrangements as an accommodation for a disability(ies).

All exams will be proctored by Accessibility Services during the scheduled class time unless there is a course conflict or the exam happens outside the hours of the alternative testing center (8:30 AM to 4:00 PM Mon.-Fri.). You should receive an electronic exam information sheet or an envelope from the student informing you of the time and date; the student will also make a reservation with Accessibility Services.

Alternatively, you may provide the student with their accommodations, if it is feasible and agreed upon by you and the student. For example, you may proctor the exam for the student’s extended time or provide an office as a quiet environment.

In order to provide test security and protect students from any question regarding honesty, exams must be delivered to Accessibility Services in one of the following ways:

- Email an e-copy as a Word or PDF document to the Assistive Technology Specialist and the Director of Accessibility Services from your email account and marked confidential
- Hand delivered by you or a representative in the provided envelope to the Assistive Technology Specialist in DeRicci 206

The completed exam may be returned to you in one of two ways:

- Scanned and emailed to your account by the Assistive Technology Specialist or Director of Accessibility Services
- Sealed in the provided envelope to be picked up by you or a representative from the Assistive Technology Specialist or another employee of Accessibility Services in DeRicci 206

This student qualifies for the following accommodations:

- Extended Time: 1.5X☐ 2X☐
- Audio Exam/Brailled Exam☐
- Enlarged Text☐
- Accessible Room☐
- Separate environment☐
- Computer☐
- Scribe/Voice Recognition☐
- Other: N/A

Information in this notification is confidential; please dispose of this sheet at the end of the semester.

If you have any questions regarding alternative testing, please contact Kasey Shannon, Assistive Technology Specialist, at 608-663-2362 or via email, KShannon@edgewood.edu. You may also contact the Director of Accessibility Services, Grace Bandoh, at 608-663-8347 or via email, gbandoh@edgewood.edu.

Thank you for your assistance.
Sample: Note Taker Letter

Date: 5/27/2016

Course: ------

Dear Name of Instructor

This letter is to inform you that Name of Student is eligible to receive notes from an in-class note taker as an accommodation for a disability(ies).

We ask that you please assist us and the student in identifying a note taker for this class. If you already know of a good candidate, please feel free to refer that person. To recruit from the class, you may read the statement below to the entire class. **To protect the student’s confidentiality, please do not mention the student’s name specifically.**

**SAMPLE ANNOUNCEMENT**

If you would like to earn some extra money this semester and help another student, please listen carefully to the following announcement:

Accessibility and Disability Services is recruiting a paid note taker for this class. As a paid note taker, you would simply copy your notes after class and deliver them to the student who has requested the service or to Accessibility and Disability Services. You can also scan your notes and email them to the student or to the Assistive Technology Specialist, KShannon@edgewood.edu. Do **NOT** type the notes as this can cause a delay for the student receiving them. Accessibility and Disability Services pays for copying the notes. For someone who already takes good notes, this job is like getting paid just to attend class.

If you are interested, please bring me your notes at the end of class to check for completeness. I will go over the notes with the student who will receive them to pick the best candidate. **If you are chosen to be the note taker for the course, please call 608-663-2281 to schedule a note taker appointment with Kasey Shannon, Assistive Technology Specialist.**

In most cases, the student who receives the notes knows the note taker. However, occasionally the recipient chooses to remain anonymous. In such a case, we will strive to insure confidentiality.

Please contact the Assistive Technology Specialist at 608-663-2362 or the Director of Accessibility Services at 608-663-8347 with any concerns or questions that you may have.

Thank you for your assistance. Without your help, it would be difficult to provide this critical service.

*Information included in this memo is confidential; please dispose of this document when it is no longer needed.*
Sample: Testing Envelope

**Students, please complete:** Name ___________________________ Today’s date: ________

Course (department and course number; e.g., Education 210) __________________________

Name of Instructor: ______________________________________________________________

Date class is taking exam: ____________ Start time for exam in classroom: ____________

Ending time for exam in classroom: ____________

Check one of the following: ___ I’ll use my extra time before the class begins
___ I’ll use my extra time after the class finishes
___ I do not use extra time; I use only the testing room

I need to schedule a different time and/or date with my instructor because (check one and get instructor’s signature). **If you do not need to schedule an alternative time, leave blank.**

___ class schedule conflict
___ test is not being given between 8:30 a.m. and 4:00 p.m.
___ a workstation in the alternative testing room is not available during this time

My instructor and I agree that I will begin my exam on ____________ at ____________

Student’s signature: _____________________________________________________________

Instructor’s signature ___________________________________________________________

*******************************************************************************

**Instructors, please read and complete:**

To provide test security and protect students from any questions regarding honesty, Accessibility Services will proctor ONLY those tests that are 1) hand-delivered by you or a representative in the provided envelope to the Assistive Technology Specialist in DeRicci 206, or 2) sealed in the provided envelope and sent to the SRC through campus mail.

**PLEASE CHECK AND INITIAL IF STUDENTS ARE PERMITTED TO USE THE FOLLOWING:**

CLASS NOTES _____ _____ TEXTBOOKS _____ _____

CALCULATORS _____ _____

ANY OTHER MATERIALS DURING THE TEST (DESCRIBE) _________________________

In addition, please let us know how you would like the completed exam returned to you:

_____ Email (scanned into a PDF and emailed to you)

_____ Hard Copy (sealed in an envelope and kept with Accessibility Services for you or a proxy to pick up)

This exam must be delivered to the Assistive Technology Specialist or the Director of Accessibility Services, DeRicci 206, no later than 3 p.m. the day preceding the exam. If a student requires an audio or Braille exam, we will need the exam **AT LEAST 2 days before the exam** is scheduled.

Please contact Kasey Shannon, Assistive Technology Specialist, at ext. 2362 or 2281 with any questions, or the Director, Grace Bandoh at ext. 8347 or 2281.
Dear Faculty:

When a student appears to be displaying academic difficulties which are not consistent with the perceived ability of the student, a faculty member may question it. The faculty member, however, should not make any statements to the student which could be perceived to be either a diagnosis or a presumption of fact. Please contact the Director of Accessibility and Disability Services if conversation in advance might be helpful.

**Referral Process:**

- Request a meeting with the student to discuss his/her academic performance.

- Present the apparent facts to the student without making any judgment. It is acceptable to point out visible facts such as “I have noticed that you seem to do very well in class discussions and activities but your last two test scores appear to be far below your ability”.

- Give students the chance to explain the situation from their perspective. If there appears to be no immediate reason, you can ask students if this is a pattern that they have seen for a long period of time in their academic career.

- Let students know that there are a number of resources available to them at Edgewood College including Learning Support Services (Tutoring, time and organizational management skills, etc.), Personal Counseling, Writing Center, and Student Accessibility and Disability Services.

- Fill out the Faculty Referral Form. The student does not need to sign the form in order for you to submit it. You can send the completed form through interoffice mail, fax it or email it to me.

It is ultimately up to the student to seek out resources and support. We are here to ensure that students are aware of the support services available and that they have information necessary to make good decisions.

Thank you very much for your continued support.

Grace Bandoh, PhD
Director of Student Accessibility and Disability Services
De Ricci, Room 206G
Sample: Faculty Referral Form

Student Name and ID#: __________________________________________

Date: ______________________

Referring Faculty Member (please print): ___________________________________________

Phone # or email of Faculty: _______________________________________________

Class (es): __________________________________________________________________

Please Describe the Situation:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

I have read and understood the above referral, and I authorize the faculty member named above to share and discuss the appropriate information pertinent to this referral with OSADS personnel. I also authorize OSADS personnel to discuss information on a limited basis about my contact with the Office to the faculty member; without going into details unless student gives the Office permission to discuss details.

_________________________  __________________________
Signature, Student  Date

_________________________  __________________________
Signature, Referring Faculty Member  Date
(This form can be sent without student’s signature)

I have seen the student named above, copied this signed form and returned it to the referring faculty member.

_________________________  __________________________
Signature, Director  Date

Send to: Grace Bandoh, PhD
Director of Student Accessibility and Disability Services
De Ricci, Room 206G
FREQUENTLY ASKED QUESTIONS BY FACULTY

How will I know if a student needs an accommodation in my classroom?
You will receive an email from our office that verifies that the student is qualified to receive accommodations. This letter also states what types of accommodations the student will need.

I just received an accommodation request form from a student. What should I do?
Students are encouraged to meet with faculty members individually to discuss the recommended accommodations. The purpose of this meeting is to work out details related to the provision of accommodations by discussing how they should be implemented (e.g., for extended test taking time - when the student should take the exam, etc.).

A student approached me after class, and told me that s/he has a disability and would like accommodations although I did not receive a request form from Disability Services. Do I provide the accommodations?
You are under no obligation to provide accommodations to students who do not have a request form for accommodations. Direct that student to our office so that our staff and the student, together, can determine what accommodations are needed to meet that student’s needs, if the student is eligible for services.

If a student presents an accommodation request form in the middle of the semester, does the letter cover the student from the beginning of the semester?
No. The student’s accommodations begin at the point that you receive the accommodation request form. Accommodations are not retroactive and hence will not apply to any of the student’s work prior to receiving the letter of accommodations.

What are some of the more common accommodations for students in the classroom?
Students may require preferential seating due to a vision or hearing problem. Students with reading and or motor disabilities may need accommodated testing which might include: a reader and/or scribe, computer-based testing, and/or a distraction free environment. Students who have visual difficulties may need large print for handouts and exams.

Can I look at a student’s documentation concerning their disability?
The student’s documentation is given in confidence to Student Accessibility and Disability Services Office. By law, students have the right not to share any information
about their disability. However, some students may choose to share information with their instructors. As long as a student has a request form for accommodations from our office, the instructor is required to implement the accommodations.

**What are invisible disabilities? How do we know some of these are real?**

Invisible disabilities include psychiatric disorders, Autism and Asperger’s Syndrome, Specific Learning Disabilities, Attention Deficit Disorder with and without Hyperactivity, closed head injuries etc. If an admitted student has a disability and requires accommodations, that student must submit appropriate documentation to our office. Once the documentation is complete, accommodations are provided as required by law.

**There is a student in my class who I think has a disability. How do I refer them to Disability Services?**

This can often be a sensitive topic and it is important to be attuned to the student’s needs. For students who continue to struggle despite what appears to be their best effort, you may simply want to recommend they contact our office as a means of finding out if there are resources (e.g., academic support, tutoring) that are available to help them. During an initial interview, our staff can then determine whether an additional referral for testing is recommended. It is not advisable to say such things as “I think you have a learning (or other) disability.” Typically, the best approach is to be supportive, discreet, and non-directive, such as simply informing the student of the existence of Student Accessibility and Disability Services.

**I have students in my classroom that seem to be rude and/or inattentive or seem to act quite differently from what I would expect from a student. What is this all about?**

There are some disorders (Autism, Asperger’s Syndrome, some Psychiatric Disorders) that may present different behaviors. A student with a disability who is disruptive in class should be treated as an instructor would treat any student who is disruptive in class. If an instructor feels that there is a medical reason for the student’s behavior, the instructor can discuss this with the Accessibility and Disability Services Director and we will discuss possible solutions.

**I am having difficulty with students who have communication problems. What can I do about class presentations?**

We do have students on campus who have problems with expressive language. They may indeed have problems with oral presentations. Some possible alternatives are:

- They prepare a presentation and ask another student to deliver it.
- They prepare a power point presentation including captions or with a talking outline that class members can read as the presentation is given.
- A video presentation or a photographic presentation with printed captions might be possible.
I have several students with approved requests for extended test time and a reduced distraction environment. I don't have the space or time to offer this. Refer to Testing Accommodations Policy & Procedures in this handbook, pages 11-12.

What should I do if a student with a disability cheats on an exam?
Tests may have to be accommodated, but cheating doesn’t. Students with disabilities are to uphold the same Student Code of Conduct as stated in the Student Handbook. When a student with a disability breaks the Student Code of Conduct he/she must also face the same consequences as students without disabilities.

I mainly teach through lecturing. Is this a problem for students with disabilities?
Students with an auditory processing deficit may have a difficult time relying only on lectures to access information. Whenever possible, it would be helpful to add a visual prompt to your lecture. This would not only enhance learning for those students with auditory processing problems, but also for the students in your class who are visual learners. They can also benefit from having an outline or script of the class material prior to class lecture.

Can a faculty member forbid a student with a disability to use a tape recorder in class?
An instructor is typically required to allow a student to record the course if taping the class is determined to be an appropriate accommodation for a student’s disability. Tape recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. Students who are approved to have this accommodation must sign a Tape Recording Agreement form at the Disability Service office providing assurance that they will protect the confidentiality of the recorded information.

What is a service animal?
The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. “Seeing eye dogs” are one type of service animal, used by some individuals who are blind. This is the type of service animal with which most people are familiar. But there are service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments
- Assisting persons with mobility impairments with balance. A service animal is not a pet or a therapy animal
Am I responsible for the animal while the person with a disability is in my classroom?
No. The care or supervision of a service animal is solely the responsibility of his or her owner. You are not required to provide care or food or a special location for the animal.

Are you also the ADA contact person for faculty and staff?
No. Faculty and staff with disabilities desiring accommodations should contact the office of Human Resources, 608-663-3317.

Note: Questions related to disabilities are numerous. Feel free to contact the Student Accessibility and Disability Services Director with any questions or concerns.