

Faculty Handbook
Office of Disability Services

Introduction

The mission of the Office of Disability Services (ODS) is to ensure equal opportunity and access for members of the Ohio University community. In accordance with this mission it is a priority to develop an academic environment that is accessible to all individuals. While working toward the goal of full inclusion for all individuals, accommodations must still be provided on an individual basis.

This guide provides information about policies, procedures, and resources relevant to students registered with ODS and has been developed to assist you in implementing academic accommodations and services. We encourage you to contact ODS to discuss any questions or concerns related to serving or referring students with disabilities.

Your engagement in the implementation of academic accommodations is essential to ensure equal access and assists Ohio University in continuing to meet the expectations of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Mission Statement

It is the mission of Ohio University to ensure equal access and full participation in programs and services for all members of our university community. It is our institutional goal to create an educational environment where individuals are considered on the basis of ability rather than disability.

Office Information

Learning Advancement Center

Elson Hall Room 114

Hours of operation: Monday – Friday, 8:00 a.m. – 5:00 p.m.

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Staff

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Eligibility

At the college level, it is the individual student's responsibility to initiate the registration process with ODS. In order to determine a student's eligibility and provide accommodations, ODS will need documentation. The type of documentation required may depend upon the type of disability and the specific accommodations a student would like to request.

To be eligible for disability services, a student must:

- ✓ Submit disability documentation (as described below);
- ✓ Receive notification from the DS Advisor that they are eligible;
- ✓ Schedule and attend an intake appointment with the DS Advisor.

The DS Advisor reviews documentation and determines eligibility according to the framework of the American's with Disabilities Amendment Act and in accordance with the professional standards of the Association of Higher Education and Disability. There is no "exact formula" of how to document or determine a disability; however here are the things we look for in documentation:

- ✓ There is a chronic physical or mental condition;
- ✓ Evidence that the condition significantly impacts one or more Major Life activity (such as seeing, learning, standing, etc.);
- ✓ Provided by a medical, mental health, or educational professional qualified to diagnose, evaluate, and treat the condition;
- ✓ Demonstrates a history of accommodation OR impact on current functioning.

Accommodations

Reasonable accommodations are modifications to a course, program, service, or employment that do not fundamentally alter the course or program. Appropriate accommodations are determined through the individual intake appointment by reviewing documentation, discussion with the student, and evaluating the essential requirements of a course or program. After the intake appointment, a student will have approved accommodations available for use at their discretion.

Please Note: ODS does not provide services of a personal nature such as attendant care, homework assistance, and typing services.

While accommodations are determined on an individual basis, below are some examples of commonly approved accommodations.

Assistance with Note Taking: For a student whose disability impacts his/her ability to attend to a lecture and take notes simultaneously, assistance with note taking can be accommodated in a variety of ways. This may apply to students

with visual or hearing impairments, learning disabilities that affect auditory processing or writing, or attention deficit disorder.

Depending on the impact of the disability and the preference of the student, assistance may be provided by obtaining a copy of instructor notes, copies of the Power Points (if not already provided), using a personal laptop to type notes, requesting a peer note taker through ODS, recording lectures, or the use of a Live Scribe or Echo Smart Pen.

To request a peer note taker, a student would meet with his/her Disability Services Advisor to complete a "Request for Note Taking Assistance" form. The Student Success Coordinator is notified and will obtain a class roster for each requested class to identify peers who meet the minimum note taker requirements (e.g., at least sophomore standing and a cumulative GPA of 3.0 or higher).

Once peers have been identified, the coordinator will contact the professor to ask that he/she send out an e-mail to the identified peers to ask their interest in serving as a note taker for a student with a disability in the class. The peer would be paid through the budget of the Disability Services office for the notes taken and shared with the student registered with ODS. The registered student can choose if he/she would like to receive notes by email from the note taker, in hard copy from the note taker, or in hard copy picked up at the Student Success Center.

If the instructor has a thorough set of notes that a student could use to compare to his/her own notes, then the student may request copies of instructor's notes.

Options offered through Assistive Technology are also encouraged with such programs as Read, Write and Gold, and Dragon Naturally Speaking, as well as iPads with Smart Pens.

Extended Time for Test Taking: Students with visual impairments, deficits in information processing, distractibility, anxiety, or inattention may experience problems demonstrating their understanding of exam material when a time limit exists. Therefore, it may be appropriate for a student to request a time extension beyond the regularly scheduled time limit for an exam. Depending on the impact of the disability, a reasonable time extension may be time and one half or double time. In rare instances, triple time has been recommended. This has typically been recommended for students with severe visual impairments that affect eye tracking, reading speed and accuracy, and/or field of vision (i.e., reduced peripheral vision).

Forgiveness of Spelling or Grammar Errors: On in-class assignments, a student that has a learning disability for which written expression is impacted may make spelling or grammatical errors. If spelling or grammar is counted toward the grade for the assignment, when possible, leniency is requested for the

student's errors. If the course learning objective is such that spelling or grammar is a component, as might be the case with a biology class for medical terminology or a journalism class covering aspects of grammar, then an instructor might sit down individually with the student to check if he/she can spell the terms or use the correct grammar orally. If the student is still not able to do so, then the accommodation may not be appropriate.

Materials in Alternate Format: Books may be provided in a variety of formats including audio, electronic (for use with text-to-speech software), or Braille for students who have a physical disability that may create difficulties in sustained reading activity or for students who have a learning related or psychological condition impacting the accuracy of processing visual information.

Quiet, Separate Location for Test Taking: Students that experience anxiety, distractibility, or use assistive technology for exams may need a separate space from the classroom to be able to focus on completing an exam. Another room in the department, the instructor's office, or the Learning Advancement Center Testing Lab may serve as separate locations.

Reader for Exams: Students with visual impairments or learning disabilities in the area of reading may require the use of a reader for exams to have the exam questions read to them to reduce the chances for misinterpreting exam questions as a result of errors in reading. An instructor, a designee in the department, or a proctor hired through Disability Services may serve as a reader. Disability Services screens, hires, and trains students that express interest in serving as proctors for exams that are coordinated through Disability Services. Assistive technology, such as text to speech software, may also be utilized.

Scribe for Exams: Students with visual impairments, mobility impairments, or learning disabilities in the area of reading or written expression may require the use of a scribe to complete exams. The scribe would be a person to which the student dictates his/her exam answers. Depending on the exam format, the scribe may be handwriting or using a word processor. The student would be responsible for proper spelling and grammar. Proctors hired through Disability Services may also act as scribes. Assistive technology software utilizing speech to text may also be used.

Recording of Lectures: Students with hearing or visual impairments, inattention/distractibility, or learning disabilities related to auditory processing may request to record lectures to have on hand for personal review outside of class to ensure no lecture material was missed. This may also include the use of assistive technology such as the use of iPads, or Smart Pens for recording of lectures.

Use of a Non-Graphing Calculator: Students with learning disabilities in the area of mathematical calculations may, when appropriate, request the use of a

basic four-function calculator to compensate for the impact of a disability in the area of calculations. This accommodation is not appropriate when a course objective exists for which a student must be able to perform calculations manually (e.g., developmental mathematics course).

Use of a Word Processor for Essay Exams: Students with visual or mobility impairments or learning disabilities in the area of written expression may require the use of a word processor to complete essay exams. Handwriting may be difficult or impossible, or handwriting/spelling may be poor enough to impede the instructor's ability to read/understand the student's ideas. Assistive technology may also be utilized with speech to text options.

Instructor Notification

Once a student has registered with ODS, they have the option each term to request Letters of Notification which they can provide to faculty. The letters verify the accommodations available to the student. Once you receive the Letter of Notification it is your responsibility to implement accommodations. If there are questions regarding the expectation or application of an accommodation to their specific course, faculty are encouraged to ask the student for clarification or may contact the DS Advisor.

Please note, that while it is certainly best for students to notify faculty early on, a request for accommodation may be made at any time. Once the request is received, the faculty member should implement the accommodations in a timely fashion for the remainder of the course. ***Including a statement on your syllabus and making an invitation on the first day of class for students who require accommodations to speak with you may help encourage early notification.***

As a general policy the Disability Services Advisor does not contact faculty ahead of time unless there may be more time intensive accommodations required. Examples of these types of accommodations include: use of ASL Interpreters or Captioners; requests for audio materials to be captioned, etc. Although there are other accommodations which may be less common (such as double time for test-taking or enlarged font tests) these accommodations are generally easily implemented once the class has begun.

Procedure for Scheduling Exams

Exams may be proctored through the Learning Advancement Center Testing Lab if faculty are unable to provide the requested accommodations. Once you have discussed with the student your inability to proctor the exam, you may leave the exam in the Learning Advancement Testing Center after completing the blue faculty sheet. Please be sure to notify the Testing Proctor of how long a student has for an exam. The LAC proctors are NOT privileged to ADA accommodation notices and do not add the extra allotted time if the instructor does not request this.

The exam times, while normally class time, do not need to be class time if there is a conflict (e.g., the student has extended time for exams and back-to-back classes). Faculty are encouraged to check with the student for any conflicts with the regularly scheduled time and discuss alternate times for which the exam(s) may be taken. The LAC is open for testing during regular business hours and can make specialized appointments with advanced notice. Please keep in mind that if a student has extended time they cannot be asked to waive that time to be back for lecture, and they cannot be penalized for their extended time by lecture beginning before their return. In these circumstances it may be best to discuss alternate times for the exam with the student.

Policy for Exam Proctoring

When the LAC administers exams they have the responsibility to do so in a secure manner according to the instructions of the faculty member. Students who take tests through the LAC are responsible for following these instructions at all times:

- ✓ Only necessary items are allowed with the student during testing. Items not allowed include cellular phones, iPods, purses, and backpacks. Valuable items may be stored in lockers in Elson Hall. It is recommended that valuables be left at home when testing. The LAC is not responsible for lost items.
- ✓ Students will not be allowed to wear coats while test taking.
- ✓ A limited number of calculators are available for use if the instructor indicates that a calculator may be used.
- ✓ The LAC staff will not answer questions by students that call for interpretations of test instructions or questions.
- ✓ Students suspected of cheating will be reported immediately to the instructor.
- ✓ Students who have difficulty with securing tests or testing accommodations from a faculty member should meet immediately with their Disability Services Advisor.

Policy for Audio Recording Lectures

ODS may recommend audio recording lectures as an academic accommodation for a student. This accommodation is subject to the following requirements:

- ✓ Students must discuss recording with the instructor so that the instructor may disclose to the class that it is being recording.
- ✓ Audio recordings of class lectures are to be used solely by the student provided with this accommodation for use in study for the class.
- ✓ The sources are governed by rules of academic conduct.
- ✓ Upon the request of the instructor, the student will return or destroy the recordings when they are no longer needed for academic work.

Appeals and Grievances

Procedure for Faculty Concerns Regarding Accommodations:

If you have concerns about a specific request for accommodation, or questions about the manner in which the accommodation is to be implemented, it is important that you speak with the DS Advisor immediately. The DS Advisor can work with you to help answer questions or facilitate an equivalent accommodation. If the concern is not able to be resolved by the DS Advisor and faculty, the decision will be reviewed by the Director of Student Services, the Associate Dean, the Campus Dean, or the Disabilities Services Director in Athens for a final resolution.

Procedure for Student Appeal Regarding Eligibility:

The Office of Disability Services is charged with the institutional responsibility and knowledge to determine eligibility to register as a student with a disability and for specific accommodations in accordance with the Americans with Disabilities Act. In order to expedite the resolution of any question regarding eligibility raised by a student the following procedure should be followed:

- ✓ Speak with the DS Advisor to discuss the specific reasons why you are not eligible and/or additional supporting documentation which may assist in eligibility determination.
- ✓ Request a review by the Director of Student Services in order to assist with final eligibility determination and/or further explanation of factors leading to ineligibility.
- ✓ Initiate formal complaint procedure with the Office for Institutional Equity's ADA/504 Coordinator by calling 740-593-9132.

Confidentiality

All inquiries about disability services are handled in a confidential manner separate from academic records. Students who wish to use services and accommodations decide who to inform about their condition through the process of self-identification. With the consent of the student, information from the ODS staff about an individual's disability is provided in limited circumstances on an as-needed basis. Student disability records are stored in locked file cabinets. Documentation is destroyed five years after graduation year or the year of withdrawal from Ohio University.

Temporary Disabilities

ODS has the responsibility of providing services and accommodations for persons with permanent disabilities. In some cases, services may also be coordinated for students with temporary conditions such as scribing tests for students with broken arms. An

appointment should be made with a DS Advisor to discuss appropriate recommendations.

Temporary parking passes for a temporary physical disability can be requested through the Learning Advancement Center.

Discrimination

The Office for Institutional Equity (OIE) coordinates the University's compliance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Ohio University Policy (03-003) states "in compliance with federal law, no qualified individual with a disability shall be discriminated against or excluded from: consideration for employment; participation in or the benefits of the services, programs or activities of Ohio University." Individuals who believe the University may not be meeting these responsibilities or who believe they have been discriminated against based on their disability may contact the Office of Institutional Equity, 101 Crewson House, Athens, Ohio 45701-2979, (740) 593-9132.

University Sexual Harassment Policy

Harassment of students, staff, or faculty is unacceptable behavior at Ohio University. No member of the University community, including faculty, staff, and students may harass any other member of the community. Many forms of harassment are discrimination under Title VII of the Civil Rights Act of 1964 and, thereby, illegal under the laws as well as a violation of university policy. Ohio University is committed to maintaining an environment in which every individual can work, study, and live without being harassed. Harassment may lead to sanctions up to and including termination of employment or student status.

Harassment is any conduct that has the intent or effect of unreasonably interfering with an individual's or group's educational, living, or work environment. Harassment includes conduct relating to race, color, gender, disability, sexual orientation, age, religion, national origin, or veteran status.

Rights and Responsibilities

Ohio University is committed to ensuring equal opportunity for students with disabilities. This process is a collaborative effort among ODS, the student, and faculty member. All three participants have a role to play in making education accessible. Understanding your rights as well as your responsibilities is essential to the process of accommodation.

Students with disabilities have the right to:

- ✓ Equal access to services, programs, facilities, and employment available at Ohio University;
- ✓ Reasonable and appropriate accommodations, auxiliary aids, and academic adjustments determined on an individual basis;

- ✓ Confidentiality of information relating to disability issues;
- ✓ Pursue accommodation requests that have not been met through an appeal procedure at ODS.

Students with disabilities have the responsibility to:

- ✓ Self-identify disability status to ODS by providing disability documentation which meets the eligibility guidelines;
- ✓ Request necessary accommodations in advance of need;
- ✓ Meet the University's academic and institutional standards;
- ✓ Follow the specific guidelines established for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

Disability Services has the right to:

- ✓ Maintain the University's academic standards;
- ✓ Request current documentation that meets eligibility guidelines to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids;
- ✓ Select effective accommodations, academic adjustments, and/or auxiliary aids in consultation with the student on an individual basis;
- ✓ Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation fails to verify the need for the requested service or if the documentation is not provided in advance of need;
- ✓ Refuse to provide an accommodation, academic adjustment, and/or auxiliary aid that is inappropriate or unreasonable in such a manner as to: pose a direct threat to the health and safety of others; constitute an alteration to an essential element of a course program; or pose an undue financial or administrative burden on the University.

Disability Services has the responsibility to:

- ✓ Provide reasonable accommodations for a student's disclosed disability so that the student has an equal opportunity to participate in courses, activities, and programs;
- ✓ Provide information regarding policies and procedures to students with disabilities;
- ✓ Provide advice about accommodation options, academic adjustments, and/or auxiliary aids.

Faculty members have the right to:

- ✓ Request in writing from DS notification of a student's need for accommodation (***Faculty and staff do not have the right to access disability documentation.***);
- ✓ Decide if an accommodation request meets the academic requirements of the course;
- ✓ Contact ODS to clarify student requests for accommodation, academic adjustments, and/or auxiliary aids.

Faculty members have the responsibility to:

- ✓ Provide reasonable accommodations, academic adjustments, and/or auxiliary aids in a timely manner;
- ✓ Meet with students who have provided a faculty notification letter to discuss requested accommodations and establish the procedure for providing accommodations, academic adjustments, and/or auxiliary aids in your course;
- ✓ Maintain confidentiality regarding disability issues;
- ✓ Alter the form of a testing procedure to measure proficiency in course knowledge based on the ability of the student, not the disability. (There may be an exception when the purpose of the test is to measure a particular skill.);
- ✓ Refer students who have requested accommodations but have not registered with ODS;
- ✓ Provide handouts in alternate formats (such as enlarged print for visually impaired students);
- ✓ Make course materials on reserve in the library available in alternate formats for students with disabilities.

Appendix: Resources and Suggestions for Faculty

The following sections are intended to offer suggestions for faculty in making referrals to ODS, addressing atypical behavior observed in the classroom, and providing available information regarding services, resources, and assistive technology.

Tips for Referral to ODS

If a student is struggling significantly in a course, whether in understanding and completing assignments or attending and participating appropriately, then a faculty member may wish to request to meet privately with the student to discuss his/her performance in the course. The following are suggested guidelines for how to conduct the meeting:

- ✓ Send the student an e-mail requesting to meet during office hours or by appointment to discuss class performance;
- ✓ Keep the discussion focused on observations of the student's performance that are concerning. For example, a faculty member might start out with such phrases as "I've noticed you have missed 'x' amount of classes this [week, month, term]" or "I've observed a pattern of 'x' mistakes in your written work";
- ✓ May NOT ask if the student has a disability or speculate that student has a disability;
- ✓ May ask if the student has struggled or received assistance for struggles in the past;
- ✓ May ask if the student is currently receiving assistance or is interested in learning more about what resources are available on campus;
- ✓ May offer seeking assistance from the ODS in conjunction with other campus resources (e.g., Counseling Services, Student Success Center);
- ✓ May offer to assist student with scheduling an appointment with ODS if student has expressed interest in doing so.

It is possible a student is not aware that aspects of his/her class performance are concerning or is embarrassed by the concerns. Therefore, it is important to bring your concerns to the student's attention in a sensitive and confidential manner. Faculty are encouraged to contact ODS should they have any questions or want further guidance on making a referral.

Tips for Addressing Atypical Behavior

Most faculty set forth expectations for student behavior in their courses within their course syllabus through attendance policies, participation, and explanations of assignment completion. But what if, after handing out the course syllabus and carefully reviewing it with your students, you observe a student struggling to follow your expectations? How do you work with the student to support positive classroom behavior?

It is important to understand why the behavior you're observing is occurring. The student may have a disability that impacts his/her behavior or the behavior may indicate that a need of the student's is not being met. Pay close attention to what the behavior is and when it occurs. Is there a pattern? For example, is the student often asking for repetition of verbal instructions? Does the student experience conflict with peers when working in groups?

Below is a brief list of indicators that a student may be struggling in your course--some of which may be presenting due to the impact of a disability. Please keep in mind that this information is **NOT** intended to diagnose; it is intended to assist you in identifying the behavior in question to be able to address it.

- ✓ 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
- ✓ Verbal or written comments indicating harm to self or others

Once you've identified the behavior, the next step is to meet with the student privately in your office to discuss the behavior and its effect on his/her performance in class. Sending the student an e-mail or attaching a brief note to returned written work with a request to meet in your office to discuss class performance is the most appropriate way to invite a discussion.

During the meeting, keep the discussion neutral by addressing **only what you've observed** in the student's behavior. For example:

- ✓ "[Student's name], I've noticed that you often do not participate in activities in class where I ask students to read aloud. Is there a reason why you choose to not participate in these types of activities?"
- ✓ "[Student's name], it has come to my attention that you make [x] error(s) in your written work. Are you aware of this/these error(s) or is this something you have had difficulty with in the past?"

Give the student time to process/respond to your observations. It is possible the student is not aware of the behavior or is embarrassed by the behavior. Please be sensitive to the possibility that this could be a difficult discussion for the student to have. Having campus resource information (i.e., Disability Services, Counseling, Student Success Center) on hand for the student is encouraged so you can inform the student of available assistance. Again, remain neutral in providing these resources to the student, as it is a student's right to choose to use them.

If you have any questions or would like consultation from ODS, please feel free to contact the office at 740.588-1510 or headley@ohio.edu.

Services and Resources

ODS provides some services in cooperation with other departments on campus and may make referrals for specialized services. One service that students with disabilities are eligible for only after completion of the registration process is priority registration.

Priority Registration: Priority registration is a service that assigns an early registration date for students with disabilities. It does not entitle students to a seat in classes with full enrollment, but priority registration is provided so that arrangements for services and auxiliary aids (such as preparing textbooks in alternate formats and scheduling real time captioning) can be made in advance and that courses may more likely be scheduled around any medical needs.

Parking: Accessible parking is available on campus and is managed by the Security Department in consultation with ODS. Designated handicapped parking is available. Temporary handicapped parking passes are available in the LAC.

Assistive Technology

There are a variety of options and resources for the use of Assistive Technology (AT) at Ohio University. Students may elect to purchase AT at their own cost, or may use the options available through ODS and OU at no additional cost. If required, for the purposes of test taking, ODS will provide the required AT for proctored exams. The following describes the AT offered at OU and their availability:

Dragon Naturally Speaking: Assists students with writing and/or reading disabilities, those who have trouble putting their thoughts down on paper, or have limited mobility.

Read, Write, & Gold: A literacy support software designed to assist anyone, regardless of ability, access information and make the most of their educational opportunities. The software includes a variety of features ranging from basic text highlighting to advanced functions such as speech-to-text input and text conversion to .mp3 format output.

iPads with Echo Smartpen: A limited supply of these are available for checkout for students who need assistance with note taking or recording of a class.

Other AT is available on an as needed basis from the OU campus lending arrangement with OU-Athens and other regional campuses. See the LAC for further information.

Summary

Disability Services on the Zanesville Campus is housed within the offices of the Learning Advancement Center. The LAC staff works collaboratively with faculty and students so that all are ensured an equal opportunity and access to the academic environment.

Although students have unique protocol and processes that they must follow in order to register and receive accommodations, faculty also have processes and protocol that they must follow to ensure accommodations are delivered fairly and equitably. If you have specific questions or would like more information than what is provided within this manual, please do not hesitate to contact Disability Services at (740) 588-1510 or Teresa Headley, Disabilities Coordinator at headley@ohio.edu.