

2018 - 2019 EDITION

Faculty and Staff Handbook

Teaching and Working with Students with Disabilities

Provided by The University of Akron Wayne College
Office of Counseling and Accessibility Services

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The University of Akron
Wayne College

Student Suicide Attempt or Threat

All threats or attempted suicides will be treated as medical emergencies. The attempt or threat may not appear lethal; however, any attempt or threat will be considered serious and will require action. Immediate safety concerns arise when students disclose immediate threats, plans, or intentions to harm themselves or harm someone else. University faculty or staff will not make an independent determination as to the lethality of the threat or attempt. If you have concerns about the immediate safety of a student, whether the student is on the Akron campus or a branch campus, call the University of Akron Campus Police Dispatch immediately at 330-972-7123. Campus Police work collaboratively with local authorities to meet the needs of students experiencing a life-threatening mental health crisis, and local authorities will conduct a safety check if the student is not living on campus.

After you have contacted Campus Police, make a referral to the University Care Team:

<http://www.uakron.edu/care> for further assessment and follow-up with the student. Learn the signs of suicide, how to help someone and about [Suicide Prevention at The University of Akron](#): <http://www.uakron.edu/suicide-prevention/>

Know that we are available to help you through this process and address your concerns. For further questions, contact Mr. Gordon Holly, Dean of Student Success at Wayne College 330-972-8740 or Dr. Jane Fink, Director of Counseling and Accessibility Services at Wayne College 330-972-8767.

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INTRODUCTION FROM THE COORDINATOR OF COUNSELING AND ACCESSIBILITY SERVICES

Dear Instructor and Staff Member:

This Faculty and Staff Handbook has information that will support you as you prepare for teaching and working with students with disabilities. It includes a wide range of topics such as:

- Federal mandates that impact Wayne College;
- Information on the roles and responsibilities of instructors, staff, students, and Accessibility Services;
- Resources available to support instructors, staff, as well as students with disabilities;
- Essential teaching practices that support accessibility;
- Teaching strategies for students with specific disabilities;
- Resources to assist you in working with students with disabilities.

In addition to this handbook, Accessibility Services' staff members are available to provide presentations and in-services for your department or group. If you have any questions, we are just a phone call away. Information, including this handbook, are also available on our website at <http://wayne.uakron.edu/learning-center/accessibility-services>.

On behalf of the Accessibility Services staff, I look forward to hearing from you and hope you find this handbook a supportive guide. We welcome your suggestions on how the manual and our office can best serve you.

Sincerely,

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SECTION I: THE PURPOSE OF THIS HANDBOOK

Federal legislation mandates that the University provide reasonable accommodations that afford equal opportunity for all students. Achieving reasonable accommodations for students with disabilities involves shared responsibility among the students, faculty, and staff. This faculty handbook is designed to serve (1) as an introductory overview of disabilities that affect learning in a college or university setting, and (2) as a quick reference for the various accommodations that can be made to support students with disabilities.

It is important to note that each student with a disability will have a different level of functioning even within the same disability category. Compensation skills will also vary from one student to another and in the same student across time. Consequently, while the information presented in this handbook can be utilized as a general guide, specific knowledge of a student's needs should come to you via a letter prepared by the Disability Specialist & Service Coordinator through Accessibility Services and discussed with you by the student. Accessibility Services provides accommodations only for students. Faculty and staff in need of accommodations must work through the HR department on the Akron Campus.

OUR MISSION

The mission of Accessibility Services is to provide students with full access to and the opportunity for full participation in the academic environment. We are advocates of social justice for students with disabilities and work to end oppression by examining the social, cultural, and institutional barriers to inclusion of all students. We embrace the diversity of our student body and celebrate a culturally sensitive and accessible campus through outreach, partnership, and advocacy with many university departments.

RELEVANT FEDERAL LAWS

In addition to our mission, the following directives from federal laws guide the efforts at the University of Akron Wayne College to provide an accessible experience in higher education. The faculty and staff of Wayne College should be aware that assistance to students with disabilities is based on both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and 2008, and we are required to follow these federal laws. These laws are designed to provide persons with disabilities an equal opportunity to succeed, not an advantage over students without disabilities.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act is a federal law that protects qualified individuals from discrimination based on their disability. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.

Title II of the Americans with Disabilities Act

The Americans with Disabilities Act is a comprehensive civil rights law. **Title II of the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)** requires that state and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities. Modifications in policies or procedures should be made unless they “fundamentally alter the nature of the service, program, or activity.”

The Americans with Disabilities Act (ADA) of 1990, now the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), is a civil rights law that prohibits discrimination against individuals with disabilities in the

areas of employment, state and local government, public accommodations and services, transportation, and telecommunications. Both **The Rehabilitation Act and the ADAAA** provide specific benefits and rights to college students who have disabilities.

Section 504 and ADA Questions and Answers

Q: How are Title II and Section 504 different? (*see Appendix D for a comparison chart*)

A: Section 504 requires those entities that receive federal funding to make their programs and services accessible for individuals with disabilities. Title II extends the scope of Section 504 to include the private sector. The purpose of Title II is to provide civil rights protection to people with disabilities by guaranteeing equal access and opportunity in employment, public accommodations, transportation, state and local government, and telecommunication.

Q: Who is considered to have a disability?

A: Section 504 and Title II specify that people are considered to have a disability if they meet any one of the following criteria:

- He/she has a physical or mental impairment that substantially limits one or more of the major life activities, or
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

A significant life activity is considered a fundamental human function such as: seeing, hearing, walking, breathing, speaking, and caring for oneself, learning, performing manual tasks, and working.

The Disability Specialist & Service Coordinator handles accommodation needs for students only and not faculty or staff. The Disability Specialist & Service Coordinator is the designated entity on campus that is responsible for determining whether a student has a disability as defined by both Title II and Section 504. The Disability Specialist & Service Coordinator also determines appropriate and reasonable accommodations for each student on a case-by-case basis. Appropriate accommodations are chosen based on the specific limitations imposed by the disability and from input from the student. **A student with a documented impairment must meet the same expectations and course requirements as students without a disability.**

Q: What is a Disability?

A: The ADA defines “disability” as a physical or mental impairment that **substantially limits** one or more of life’s major activities. Types of disabilities include but are not limited to:

Cognitive Disabilities are disabilities that cause a person to have greater difficulty with certain mental tasks than what would be considered “average.”

Examples:

- Learning disabilities (such as dyslexia)
- Brain injury

Physical Disabilities are disabilities that limit or undermine the physical function of body parts or the body as a whole.

Examples:

- Vision or hearing impairment
- Mobility issues

Psychological Disabilities are any diagnosable condition that affects thought processes, a perception of reality, emotions, or judgment which may result in disturbed behavior.

Examples:

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Mood disorders
- Anxiety disorders

Q: What is a reasonable accommodation?

A: A reasonable accommodation is a modification or an adjustment to policies, procedures, practices, and facilities so that a qualified student can participate fully in the university environment. An accommodation or service is not mandated if it fundamentally alters the program or function or if it would impose an undue financial hardship on the institution.

Q: Who is a qualified individual?

A: A qualified individual is a person who meets the essential requirements of the program to which he/she is applying. The person must be able to perform the essential functions of the program with or without reasonable accommodations. In this case, a qualified student is one who has met the Wayne College admissions criteria and can meet the academic standards at this institution of higher education.

RIGHTS AND RESPONSIBILITIES

Title II and Section 504 level the playing field for our students and are not established to provide an unfair advantage. In addition, the student must assume specific responsibilities to qualify for and receive the maximum benefits of the law.

Students with disabilities have the responsibility to:

- Meet the University qualifications and maintain institutional standards;
- Self-identify and register with the Disability Specialist & Service Coordinator as a person with a disability promptly when seeking accommodations;
- Follow published procedures for obtaining reasonable accommodations, and auxiliary aids and services;
- Provide documentation from the appropriate professional(s) that verifies the disability, functional limitations, and the need for specific accommodations (accommodations cannot be granted retroactively);
- Communicate with each of their instructors to coordinate their accommodations.

Students with disabilities have the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the University;
- Equal access to services and facilities offered through Wayne College;
- An opportunity to receive reasonable accommodations, academic adjustments, auxiliary aids, and services determined on an individual basis;
- Appropriate confidentiality of all information about his/her disability with the choice of whom to disclose their disability except as required by law.

It is necessary for you and the student to discuss specific accommodations that address the particular needs of that student. (They are not, however, required to disclose their disability). The approved accommodations will be delineated on the student accommodation letter. **You may not add, change, or delete accommodations.**

- Students have the right to use all, some, or none of the accommodations they are granted on their accommodation letter. It is up to them.*

Wayne College has the responsibility to:

- Evaluate students by their abilities and not their disabilities;
- Respond to requests in a timely manner;
- Provide or arrange reasonable accommodations, academic adjustments, and auxiliary aids and services for students with disabilities;
- Maintain appropriate confidentiality of records and communication except where permitted or required by law.

Wayne College has the right to:

- Request current documentation from a student completed by the appropriate professional source(s) to verify the need for reasonable accommodations, academic adjustments, and auxiliary aids;
- Deny a request for accommodations, academic adjustments, and auxiliary aids, and services if the documentation demonstrates that the application is not warranted or the individual fails to provide appropriate documentation;
- Select among effective accommodations, adjustment, auxiliary aids, and services;
- Refuse unreasonable accommodation, adjustment, auxiliary aid, and service requests that impose a fundamental alteration on a course, program or activity of the University, create an undue financial burden or is considered "personal" in nature.

Faculty have the responsibility to:

- Evaluate students on their abilities, not their disabilities;
- Implement the accommodations, academic adjustments, and auxiliary aids prescribed by the Disability Specialist & Service Coordinator for students with disabilities upon a timely request by the student with letters of accommodation. We provide most technology such as Smart Pens, iPads, and FM Systems;
- Maintain appropriate confidentiality** of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student;
- Maintain the University's academic standards;
- Make yourself available to students to discuss their accommodations and clarify information;
- Include in their syllabi a statement encouraging students with disabilities to contact the Disability Specialist & Service Coordinator in the Smucker Learning Center;

Example:

“Accessibility Services offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with the Disability Specialist & Service Coordinator early in the

semester to discuss their needs. The Disability Specialist & Service Coordinator determines specific accommodations and services. If a student with a disability does not request accommodations through Accessibility Services, the instructor is under no obligation to provide accommodations. You may contact the Accessibility Services office at 330-972-8923 or schedule an appointment in the Smucker Learning Center in B-107.”

- Request or ask the student to complete the accommodation process before providing accommodation;
- Deny a request for accommodation if the student has not been approved for such accommodations;
- Respond to email requests for books: title, ISBN#, author, publisher, year, and edition;
- Alert the Disability Specialist & Service Coordinator of required books and articles in a timely manner to allow for books and materials to be tape recorded, put in electronic format, or reproduced in Braille;
- Provide handouts, videotapes, and course content in accessible formats upon request;
- Work with Accessibility Services to recruit note takers and readers, and maintain appropriate confidentiality of the student with disabilities when doing so.

Faculty have the right to:

- Ask a student to meet with them to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids listed in the letter of accommodation;
- Request or ask the student to complete the accommodation process before providing accommodation(s);
- Deny a request for accommodation if the student has not been approved for such accommodation;
- Refer students to the Disability Specialist & Service Coordinator;
- Inform students with disabilities of University procedures for accommodating students;
- Request support and assistance from the Disability Specialist & Service Coordinator and Accessibility Services.

ACCOMMODATIONS AND SERVICES

Academic accommodations are legally mandated services, such as, but not limited to:

- Extended time on exams and quizzes (generally time and a half, although some students may have double time);
- Distraction-reduced testing environment (usually conducted in the Smucker Learning Center);
- Use of reader and/or scribe for tests;
- Use of computer for essay examinations;
- Access to copies of class notes.

Auxiliary aids are services, equipment, and procedures that give students with disabilities access to learning and activities in the classroom environment, such as, but not limited to:

- Tape recorder (available for loan by the Disability Specialist & Service Coordinator);
- Assistive listening devices which amplify sound;
- Real-time captioning of lectures;
- Materials in alternative formats (e.g., text scanned onto CDs, taped textbooks, Braille, or enlarged print);
- Adaptive technology (iPad, Smart Pens, et. al.).

Student Testing and Accommodation Request System (STARS)

The Office of Accessibility has launched a web-based Student Testing and Accommodation Request System (STARS) to better aid and support students more seamlessly and efficiently. Students will request and coordinate all of their accommodations through STARS, reducing the need for paper forms within the office. This system will manage the requesting of accommodation letters, testing, and note-taking electronically.

Changes to ADA Processes implemented Fall 2015

Accommodation letters

Once a student is approved for services, they must log on and create a profile in STARS. Their classes will appear on their STARS homepage, and it is their responsibility to request accommodations from each class/course. Accommodation letters will be **sent via email** to their instructors. Instructors will **no longer need to sign a copy of the letter and return it to the Office of Accessibility**.

The email will look similar to the following:

This email was copied to:

- julie21@uakron.edu
- ginnykn@uakron.edu
- instructor@uakron.edu
- student@zips.uakron.edu

Letter of Classroom Accommodation - Spring 2015

Student Name: Zippy the Student

Student ID: XX - XXX - XX

Class: 7750 276.701 - INTRODUCTION TO SOCIAL WELFARE (CRN: 18305)

The above-named individual is a student with a disability who has requested accommodations and assistance from the Office of Accessibility. He/ She has provided this office with individualized, confidential documentation from a qualified professional that substantiates the disability.

Federal law and University policy require that the University create an environment where students with various disabilities can partake of the programs and services we have to offer in a nondiscriminatory manner. The recommended classroom accommodations for this student are as follows:

1. **Alternative Formats**
 - ✓ E-Text
2. **Alternative Testing**
 - ✓ Distraction Free Space
 - ✓ Extra Time 1.50x
3. **Classroom Access**
 - ✓ Tape Recorder

Testing Protocol/Contract

There will be a link to each accommodation letter (see **example** below) that will allow instructors to set up a testing contract (one time per class). This testing contract is the same as the Test Reservation Form (formerly known as the 'green sheet'). It must be filled out in its entirety and correctly for **STARS** to accept it.

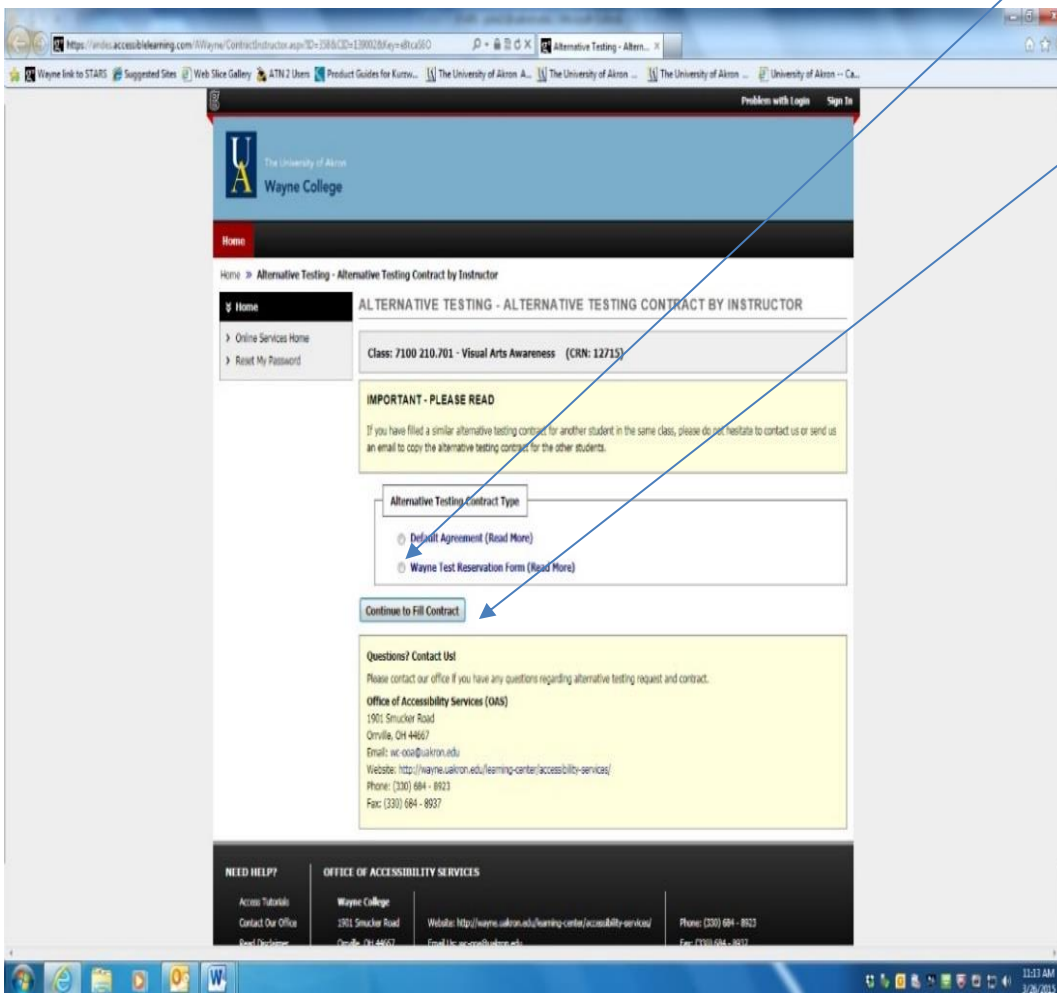
Example:

PLEASE COMPLETE: Alternative Testing Contract - The student is eligible for Alternative Testing services; please fill out an alternative testing contract for the student by using the following link: (*link will be embedded here*). If you have filled a similar alternative testing contract for another student in the same class, please do not hesitate to contact us or send us an email to copy the alternative testing contract for the other students.

The student has been encouraged to discuss with you the effects of their disability and how these recommended accommodations are helpful. Students may choose not to use all of these accommodations in your class. Each student is ultimately responsible for notifying you of these accommodations promptly. Office of Accessibility policy suggests that students speak to instructors by the end of the second week of classes in a 15-week session or its equivalent time frame for shorter sessions.

How to Utilize **STARS**: Step by Step Instructions for Faculty & Staff

Alt-testing Contract in STARS - After clicking on the link in the accommodation letter, you will see a screen that looks similar to the image below and choose **Wayne Test Reservation Form**. Click on **Continue to Fill Contract**.



Next, please fill out the **Test Reservation form** as you typically would by indicating what the student is allowed to bring for the exam, instructor's cell phone number and email address.

Home > Alternative Testing - Alternative Testing Contract by Instructor

ALTERNATIVE TESTING - ALTERNATIVE TESTING CONTRACT BY INSTRUCTOR

Class: 7100 210.701 - Visual Arts Awareness (CRN: 12715)

ALTERNATIVE TESTING CONTRACT DESCRIPTION

Type: **Wayne Test Reservation Form**
Use this contract if you are using our usual agreement terms.

FACULTY / STAFF INSTRUCTION

Here are instructions for faculty/staff filling out the contract.

Alternative Testing Contract

1. Please indicate what the student is allowed to bring for the exam

- Calculator
- 4"x6" Notecard
- Scrap paper
- Textbook
- Laptop/ tablet
- Dictionary/ Spell Checker
- Check here if no materials are permitted for the test.

Additional Note or Comment

2. Instructor cell number.

3. Instructor E-mail.

4. Instructor office location.

This information is necessary just in case the Learning Center Staff or the student has questions before or during the test. The Learning Center Staff will contact you.

4. Instructor office location.

5. Classroom location.

6. How will the test usually be delivered to the Smucker Learning Center?

- Uploaded to STARS
- E-mailed to: cdc@usakron.edu

Additional Note or Comment

Exam Type(s)

Please list **REGULAR CLASS EXAM LENGTH** without extended time accommodations

Final Minutes

Midterm Minutes

Quiz Minutes

Additional Information

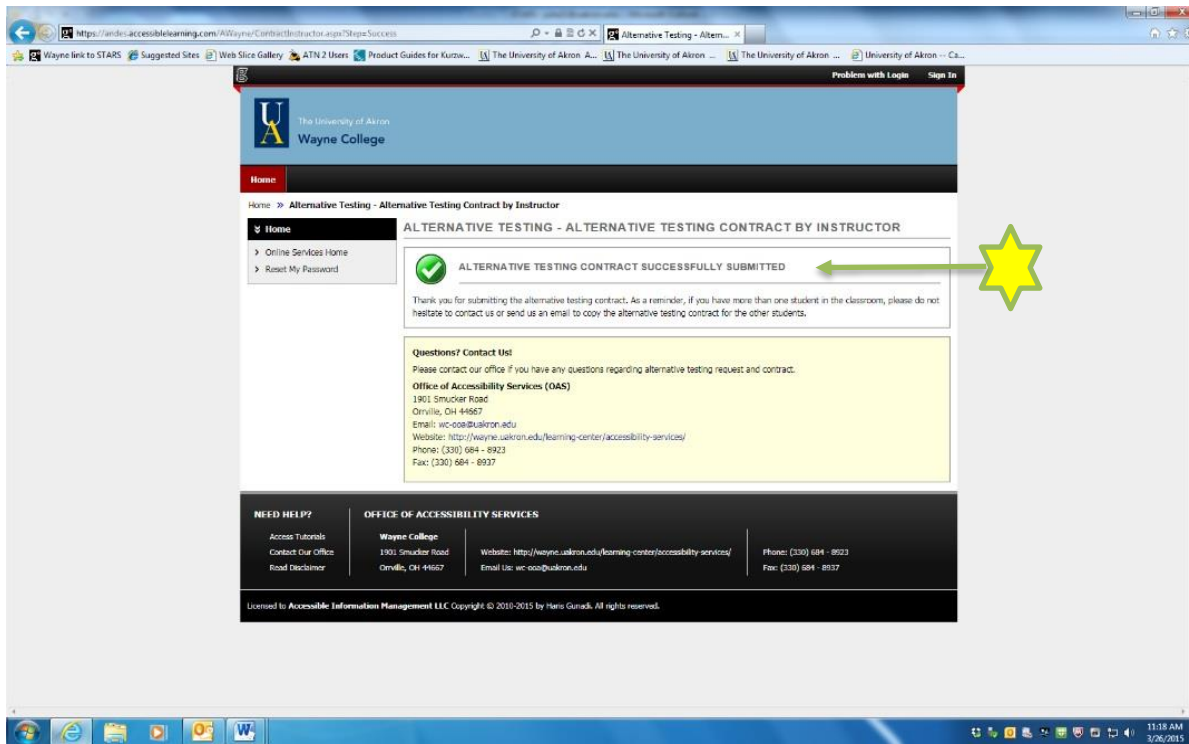
Instructor Phone Number*:
Hint: Enter 10-digit number only (i.e. enter 5417377000 for 541 737 7000).

Additional Note:

Submit Alternative Testing Contract

Important information includes your office location and hours, classroom location, how the test will be delivered to the Smucker Learning Center. Please make sure to indicate the amount of time everyone else in the class has to take each type of exam.

Finally, please fill in your office phone number and any additional notes. **STARS** will not allow you to submit the testing contract until all boxes are filled out. Once you hit the **'Submit Alternative Testing Contract' button**, your screen will appear as follows indicating that the Alternative Testing Contract has been successfully submitted:



You will only need to submit a testing contract once during the semester per class. Usually, the terms of the testing contract do not change, but we realize there needs to be a certain degree of flexibility in this procedure. Instructors who need to modify the terms of the contract (i.e., allow note cards, calculator, etc.) need to email the Office of Accessibility at wc-ooa@uakron.edu at least two days before the test. Changes need to be approved by an SLC staff member.

Uploading tests to STARS

When a student requests alt-testing in STARS, instructors will receive an email that will look similar to the following:

This email was copied to:

- instructor@uakron.edu
- cdc@uakron.edu
- ginnykn@uakron.edu
- julie21@uakron.edu

Dear Professor,

A student in your **7600 235.701 - INTERPERSONAL COMMUNICATION (CRN: 17930)** has requested to utilize their testing accommodations in the Office of Accessibility.

Status: **Approved**
Student: XXXXX XXXXX
Class: **7600 235.701 - Interpersonal Communication**
Exam Type: **Quiz**
Date: **Wednesday, February 25, 2015**
Time: **02:00 PM**
Length: **60 Minutes**
Accommodation Requested:

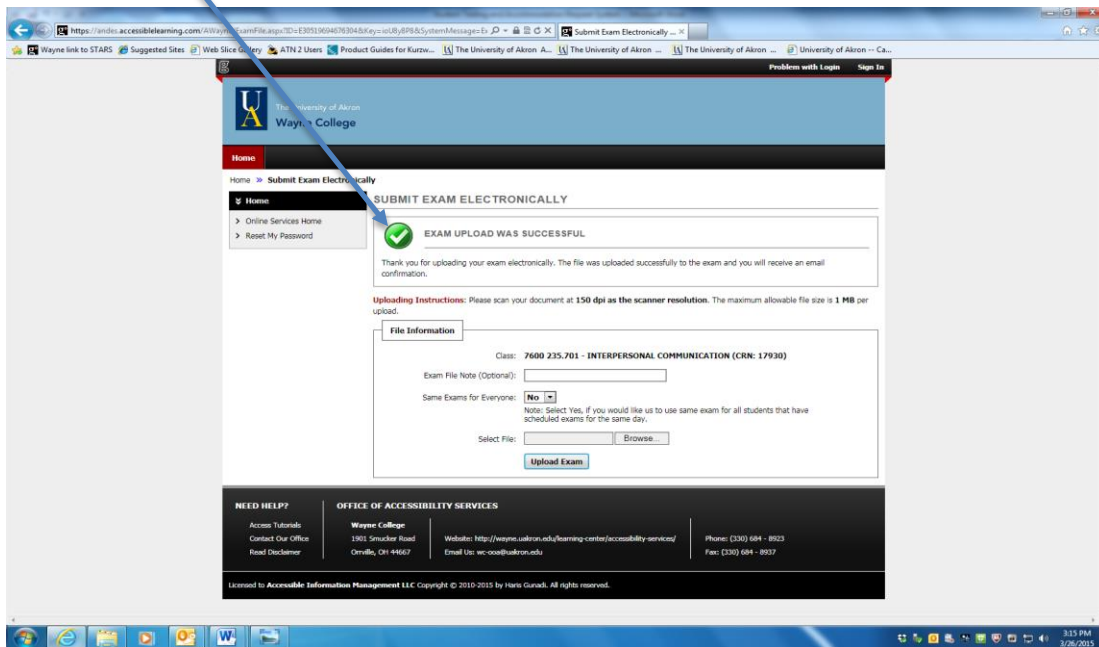
- Distraction Free Space
- Extra Time 1.50x

If you have an exam in electronic format, please use the following link to upload your review to our secure website. Only system administrators and staff members have access to the uploaded exams. Link to upload exam:
(Link will be embedded here).

Should you need to communicate with the student directly, their email address is student@zips.uakron.edu and phone number is (000) 000 - 0000.

For questions, please contact us at (330) 972-8960 or wc-ooa@uakron.edu.

To upload an exam, please click on the link in the email. You can then name the exam file, and select "yes" in the drop-down menu labeled "the same exam for everyone." Finally, browse the files on your computer to select the appropriate test, and then hit the Upload Exam button. After running the Upload Exam button, you should see a message that reads: You have successfully uploaded your exam to **STARS**, and no further action is required unless the Office of Accessibility contacts you.



Note-taking

The Office of Accessibility will continue to recruit note-takers by emailing students from the class roster in PeopleSoft. Potential note-takers will be directed in the recruitment email to apply online via **STARS**. They will still need to ask instructors to fill out the "Instructor Verification Form" to be approved as a note-taker. It is always the instructor's responsibility to announce the need for a note-taker in their classes until: 1) the position is filled, 2) the Disability Specialist determines that a note-taker is not needed, or 3) the instructor provides notes as a means of supplementation.

Accessibility Services Registration Process for Students

Students seeking **accommodations** at Wayne College should be referred to the Disability Specialist & Service Coordinator of Accessibility Services, Julie Hartzler. The application process for the student is as follows:

1. Acquire appropriate documentation of the disability from a qualified professional, as well as recommendations for specific accommodations. The forms are available on the Wayne College website, Student Services tab under the section Accessibility Services/Prospective Students.
2. Submit appropriate documentation to and meet with the Disability Specialist & Service Coordinator for review and determination of eligibility; the Disability Specialist & Service Coordinator will determine reasonable accommodations. When eligibility is established, the student's letters of accommodations will be compiled.
3. During the first week of the semester, students and their instructors will be emailed an electronic copy of their accommodation letters through the **STARS** online system.
4. Students are encouraged to discuss the accommodations they plan on using either before or after class or at a time convenient to the student and instructor. Students are not required to disclose specific information about their disability to their instructor. **It is the student's choice to decide if they use their accommodations.**
5. Accommodations do not continue from one semester to the next. Students must request accommodations at the beginning of each semester through the **STARS** online services system.

Testing and Note-Taker Procedures

1. Students have the right to use or to not use their accommodations. Students may choose to take the exam in class without extended time. Students wanting to use their extended-time accommodations should schedule their quizzes and exams through the **STARS** online system **one week** before the quiz/exam.
2. At least a week before a scheduled exam or quiz, the student's instructor will upload tests into **STARS** or drop off a hard copy to the Smucker Learning Center.
3. The "Instructor" section requests instructor **contact information**, a description of **materials** allowed for use during the test, and **length of time** allowed for *all students* for the exam. If students are given the entire class period for the test, please specify how long the class period lasts, as opposed to "unlimited time." Based on the amount of time provided, **STARS** will then calculate the time allowed for the student with accommodations.
4. Unless otherwise contacted, the student will be scheduled to take the exam at the same time as the rest of the class. Smucker Learning Center staff will contact you if there is a conflict that could result in the student taking the test on a different day or time.
5. It is essential that the tests be uploaded into the **STARS** online system, emailed to wc-ooa@uakron.edu or given to Smucker Learning Center staff before the beginning of the scheduled test time. Only instructors should handle exams; do not give your reviews to students to bring to the Smucker Learning Center.
6. If a student is given extended time on exams/quizzes the additional time is computed by **STARS**. Please enter into **STARS** the total time you are allowing for the test/exam, and **STARS** will calculate the extended time. For example, if you are allowing 60 minutes for a test and the student has 50% additional time, the student would be allowed 90 minutes for the test. **Please only put the time permitted for ALL students in the STARS online system.**

7. After the student completes the test, the test will be sealed in an envelope and kept in a locked cabinet. Instructors must pick up their tests in person and will be asked to sign a document to acknowledge receipt of the test. Any Smucker Learning Center front desk staff member can give an instructor a test. Tests can be picked up between 8 a.m. and 8 p.m. on Mondays through Thursdays, 8 a.m. to 3 p.m. on Fridays, and 9 a.m. to Noon on Saturdays. **Tests will not be put in faculty members' mailboxes.**
8. If the student is eligible for a note taker **and chooses to use the accommodation**, the instructor will be emailed "Instructor Guidelines for Securing Note Takers." The instructor will read this announcement aloud during the first week of class but **must not identify** the student with the disability publically.
9. If a student comes forward wanting to be a note taker, the instructor will refer him/her to the Smucker Learning Center front desk. Note takers are paid \$150 per class at the end of the semester and are responsible for uploading notes into the online **STARS** system.
10. If the second week of class has not identified a **potential** note taker, please read the announcement again and perhaps seek out an individual student and ask if they are interested. If by the **third week** there is still no note taker, please alert the Disability Specialist & Service Coordinator.
11. If you have questions about testing or note-taking procedures, please contact Julie Hartzler at 330-972-8923 or julie21@uakron.edu.

How Accessibility Services Assists Instructors and Staff

Accessibility Services staff members assist instructors in a variety of ways so that students with disabilities have equal access to instruction. Staff can:

- Meet with instructors and students to discuss teaching strategies and accommodations;
- Assist in converting class materials to accessible format or advise use of other auxiliary aids;
- Assist in arranging for students to take exams with accommodations;
- Assist in making websites or distance education classes accessible to print-impaired students;
- Consult with academic departments on issues such as adaptive technology, appropriate accommodations, and classroom instruction for students with disabilities; conduct in-service training, and provide support for particular disabilities.

Strategies for Teaching Students with Disabilities

There are often special considerations when instructing students with disabilities. These instructional accounts involve good teaching practices and may benefit other students in the class.

Universal Instruction Design for Learning:

“Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting (Burgstahler, 2011).” By using universal design for instruction and designing instruction that allows students with disabilities access to the classroom, you may also be developing instruction that works better for everyone in the class. Classes designed with this concept in mind offer a variety of methods of content presentation, flexible teaching strategies, and options for demonstrating mastery of course content.

Eight Principles that Guide Universal Instruction Design:

- 1) Determine essential components of the course.
- 2) Provide clear expectation and feedback.
- 3) Explore ways to incorporate natural supports for learning.
- 4) Utilize multi-modal instructional methods.
- 5) Provide a variety of ways for demonstrating knowledge.
- 6) Use technology to enhance learning opportunities.
- 7) Encourage faculty-student contact.
- 8) Create an environment of respect and trust.

* See <http://www.eonline.org> or [/](#) for more information.

Expectations: Although many students with disabilities need accommodations, expect these students to perform at a level commensurate with their peers. Do not have an individual grading scale or other criteria for them.

Collaboration: Don't hesitate to call Accessibility Services to arrange for a three-way meeting between you, the Disability Specialist & Service Coordinator, and the student to work out any issues and to collaborate on the best instructional strategies for the student.

Comprehensive Syllabus: A detailed syllabus with clearly delineated statements about expectation is helpful to students who need help with structure and organization.

Inappropriate Behavior: Students with disabilities are subject to the same code of conduct required of any student at Wayne College. If there are incidences of inappropriate behavior, meet privately to discuss issues of action and encourage students to seek help. Give concise and honest feedback about behaviors that are inappropriate. If the student is so disruptive that he/she prevents you from efficiently teaching your class or if there are situations involving threats or abusive behavior, call campus security (330-972-8910). You are always welcome to consult with Accessibility Services. These conditions are not likely to occur, but it is wise to have a plan.

SECTION II: SPECIFIC TEACHING CONSIDERATIONS

Non-Documented Disabilities: What Do I Say?

If you suspect that a student in your class may have a disability, it is inappropriate to ask specific questions about diagnoses. You can, however, say the following: **“I see that you are struggling with this; have you ever received help in the past for similar issues?”** If the student indicates they have received accommodations in the past, refer them to Accessibility Services for assistance. If the student says no, seek to understand what precisely the student is struggling with at that moment to assess the situation better. Ask if they would be interested in discussing the case with someone to better understand their needs and refer them to Dr. Fink or Julie Hartzler. If you notice a student displaying concerning or odd behaviors, please do not hesitate to contact Dr. Fink. To refer a student for both Accessibility Services and counseling, please see Appendix C for the referral process.

Students with Learning Disabilities

Students with learning disabilities often learn differently than their peers. Although they may have average or above average intelligence, there is frequently a discrepancy between their ability and their achievement in specific areas. Learning disabilities are presumably due to a central nervous system dysfunction. These are permanent disorders that interfere with integrating, acquiring, and demonstrating verbal or nonverbal abilities and skills. There are some processing or memory deficits.

Each student with a learning disability has his/her own set of characteristics; one is not necessarily like another. These individuals, however, are often characterized by difficulty in the following areas:

- Reading comprehension
- Written expression
- Mathematics

Keep in mind that one individual does not have difficulty with all of the areas mentioned above, just generally a couple of those areas. Also, it is not unusual for a person with a learning disability to be gifted in some areas.

Suggestions

Exam Accommodations: Assist these students in arranging for appropriate exam accommodations in coordination with Accessibility Services.

Multi-Modality Instruction: A multi-modality approach to instruction assists these students in finding a modality that is consistent with their learning strength. Providing critical information and assignments in both oral and written formats helps avoid confusion.

Alternative Format: Some of these students need print material in an alternative format. When you are contacted by Accessibility Services or a student, it is vital that you provide information about the required textbook(s) and readings you will be using as well as any other reading expectations. It takes a considerable amount of time to convert materials into the alternative format.

Study Aids: Study questions, study guides, opportunities for questions and answers, and review sessions help the student who needs a lot of repetition. Tutoring through The Smucker Learning Center is a valuable resource for all students.

Flexible Exam Format: Students who have language-based and writing disabilities may need more time on essay exams. Others may be eligible to tape record answers, use a scribe or use a computer.

Students Who Are Visually Impaired

Classroom instructional strategies constantly challenge students with visual impairments. Although they can easily hear lectures and discussions, it can be difficult for them to access class syllabi, textbooks, overhead projector transparencies, PowerPoint presentations, the chalkboard, maps, videos, written exams, demonstrations, library materials, and films. A large part of traditional learning is visual; fortunately, many students with visual disabilities have developed strategies to compensate.

These students vary considerably. For example, some have no vision; others can see large forms; others can see print if magnified, and still, others have tunnel vision with no peripheral vision or the reverse. Furthermore, some students with visual impairments use Braille, and some have little or no knowledge of Braille. They use a variety of accommodations, equipment, and compensatory strategies based upon their widely varying needs. Many make use of adaptive technology, especially print to voice conversion using a scanner and voice production software. Textbooks are often converted and put on CDs for later use. Others use taped books or equipment to enlarge print (closed-circuit television [CCTV]) or actual enlargements.

Suggestions

Preferential Seating: Students with visual impairments may need preferred seating since they depend upon listening. Since they may want the same anonymity as other students, it is significant that you avoid pointing out the alternative arrangements to others in the class.

Exam Accommodations: Exam accommodations—which may include adaptive technology, a reader or scribe, extra time, a computer, closed circuit TV (CCTV), Braille, enlargements, tapes, and image enhanced materials—may be needed. Coordinate these arrangements with Accessibility Services. The accommodation letter will delineate the approved accommodations.

Arranging for Accommodations: A meeting with the student is essential to facilitate the arrangements of accommodations and auxiliary aids which may include, in addition to exam accommodations, access to class notes and/or the taping of lectures; print material in alternative format; a script with verbal descriptions of videos or slides, charts, and graphs, or other such visual depictions converted to tactile representations. Remember we are here to help with the coordination of supportive services for the student.

Orientation to Classroom: You may also ask the student if he/she would like an adjustment to the physical layout of the room identifying the locations of steps, furniture, lecture position, low-hanging objects, or any other obstacles. While the Disability Specialist & Service Coordinator will have provided a walkthrough of the classroom before the beginning of classes, you may ask the student if you can be of further assistance.

Use of Language: Although it is unnecessary to rewrite the entire course, you can help a visually impaired student by avoiding phrases such as “Look at this” and “Examine that,” while pointing to an overhead projection. Use descriptive language. Repeat aloud what is written on an overhead or chalkboard.

Lab Assistance: Students may need an assistant/lab partner in lab classes. Help them in finding a partner.

Print Material in Alternative Format: Have copies of the syllabus and reading assignments ready three to four weeks before the beginning of classes. Students with visual impairments will likely need all print material in the alternative format which means that they need print material converted to audio tapes, scanned onto CDs, Braille, enlarged, or image enhanced. Conversion of documents takes time. It is essential that they have access to class materials at the same time as others in your class. Coordinate alternative format text with Accessibility Services.

Guide Dogs: Keep in mind that guide dogs are working animals. They must be allowed in all classes. Do not feed or pet a guide dog. Since they are working, they should not be distracted.

Students Who Are Deaf or Hard of Hearing

Individuals who are deaf or hard of hearing rely on visual input rather than auditory input when communicating. Using visual aspects of communication (body language, gestures, and facial expression) often feels awkward to people who are accustomed to the auditory; however, it is essential that instructors learn to communicate with students who are deaf or hard effectively of hearing.

Students who are deaf or hard of hearing do not all have the same characteristics. Some have a measure of usable residual hearing and use a device to amplify sounds (FM system). Some choose to speak; others use very little or no oral communication. Some students are incredibly adept at speech reading, while others have insufficient ability to “read lips.” For some, sign language and finger spelling are the preferred means of communication; other communication choices include gestures and writing. Most students who are deaf or hard of hearing have experience communicating with the hearing population. Let them be the guide on how best to describe.

Suggestions

Gaining Attention: Make sure you have a deaf student’s attention before speaking to them. A light touch on the shoulder, a wave, or other visual signals will help.

Preferential Seating: Offer the student preferred seating near the front of the classroom so that he/she can get as much from visual and auditory clues as possible.

Class Discussion: When students make comments in class or ask questions, repeat the questions before answering.

Videos and Slides: Provide videos and slides with captioning. Coordinate this before the beginning of classes with the Disability Specialist & Service Coordinator. If captioning is not available, supply an outline or summary of the materials covered. If an interpreter is in the classroom, make sure that he/she is visible.

Class Notes: Students may need your assistance in getting class notes if it is an approved accommodation. When a student is using a sign language interpreter, captioning or lip-reading, it is difficult to take right notes simultaneously. The assistance of a note-taker will most likely be one of the approved accommodations.

Effective Communication: Do not talk with your back to the class (for example, when writing on the chalkboard). This destroys any chance of the student getting facial or speech reading cues. Your face and mouth need to be visible at all times.

Sign Language or Captioning Services: When a student uses a sign language interpreter, discuss with both the student and the interpreter(s) where the interpreter(s) should be located to provide the greatest benefit for the student without distracting other class members. When a student uses captioning services, discuss with the student and caption at the appropriate location.

Role of the Interpreter: The interpreter is in the classroom only to facilitate communication between the student and the instructor. He/she should not be asked to do anything but interpret for the student. Speak directly to the student, even though it may be the interpreter who clarifies information for you. Likewise, the interpreter may request clarification from you to ensure accuracy of the information conveyed.

English as a Second Language: For many deaf students, English is a second language. When grading written assignments and essay tests, look for accurate and comprehensive content rather than writing style unless this is an essential component of learning in the class. Students should be encouraged to go to the Smucker Learning Center for assistance if necessary. If you have any questions, please work with the Disability Specialist & Service Coordinator.

Students with Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistent pattern of inattention and hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (DSM-5). Students with ADHD or ADD (without hyperactivity) may have difficulty with one or more of the following areas:

- Concentration
- Distractibility
- Organization
- Completing tasks

Some students with ADHD take medication for their condition. This medicine may be a stimulant, which calms them and helps them focus on tasks. Anti-depressants may also be used.

Suggestions

Assistance with Structure: A syllabus with clearly delineated expectations, due dates, and frequent opportunities for feedback provide these students assistance with organization and structure. Study guides and review sheets are also helpful in providing structure.

Exam Accommodations: Many students with ADHD use exam accommodations including extended time and a distraction-reduced exam space. Your assistance is needed to coordinate this with Accessibility Services.

Access to Class Notes: Some of these students have difficulty focusing and concentrating and for this reason, may need access to classroom notes. Your assistance may be required to ensure that they get notes and many will be eligible for the accommodation of a note-taker.

Classroom Distractions: If a student appears exceptionally distracted, it may be appropriate to discuss your observations with the student and encourage the student to sit near the front of the class, away from doors, air conditioning units, windows, or any other possible sources of distraction. Discuss this with the student in private.

Students with Mobility or Medical Impairments

Mobility impairments are often due to conditions such as cerebral palsy, multiple sclerosis, muscular dystrophy, or spinal cord injury. Students may use crutches, braces, or a wheelchair, and in a few instances, may be accompanied to class by a round-the-clock attendant. Medical impairments are often hidden disabilities, caused by such conditions as arthritis, asthma, cancer, orthopedic limitations, post-surgery, chronic fatigue syndrome, or seizure disorder. The student may have limited energy; difficulty walking, standing, or sitting for a long time; or other disabling characteristics.

Functional limitations may be episodic for some students who may experience dizziness, disorientation, and difficulty breathing during a recurrence. For example, with asthma or a seizure disorder, a student may have periods when they function without any accommodations, but at other times their functional limitations are quite severe.

Even with the same disability, students with mobility or medical impairments may have a wide variety of characteristics. For example, persons who have experienced a spinal cord injury are likely to show differing degrees of limitation. They may require different types of class accommodations or may not need accommodations, depending upon functional limitations.

Suggestions

Exam Accommodations: Students who have upper body limitations and are unable to use their hands will likely need exam accommodations which may include extended time, a scribe, or voice recognition software. Assist the student in coordinating these accommodations with Accessibility Services.

Access to Class Notes: Students who are unable to use their hands may need assistance in finding a note-taker, or they may elect to tape record lectures.

Tardiness: Some students are unable to quickly get from one location to another due to architectural barriers or difficulty in using adaptive transportation. For these reasons, a student may be late getting to class. Please be patient when this happens and discuss the situation with the student in private if lateness becomes a chronic issue.

Seating Arrangements: In a few situations, a student may be unable to use the type of chair provided in a particular classroom. Accessibility Services will assist the student in making special seating arrangements.

Laboratory Courses: Some students may need assistance for laboratory courses. These students may need to be paired with a non-disabled student. A student using a wheelchair may require a lower lab table to accommodate the wheelchair. Consult Accessibility Services if you need assistance in making these arrangements.

Missed Exams or Classes: Some students experience the recurrence of a chronic condition requiring bed rest and hospitalization. These students need extra time to complete incomplete work and the opportunity to make up tests. Other arrangements may be necessary if a student misses a class excessively due to a disability and is unable to make up the essential requirements of the course. In either situation, it is necessary to discuss this case with the student and the Disability Specialist & Service Coordinator to come to a satisfactory resolution of the situation and at the same time maintain the integrity of the requirements of the class.

Students with Psychiatric Disabilities

Students with psychiatric disabilities who use services at Accessibility Services exhibit a persistent psychological disorder that adversely affects their educational access, their academic performance, and daily functioning. They frequently require medication. Some of the types of psychiatric disorders include but are not limited to:

Depression: A major complication that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia, and feelings of worthlessness or guilt.

Bipolar disorder: Causes a person to experience periods of mania and depression. In the manic phase, a person

might experience inflated self-esteem and a decreased need to sleep; however, in the depressive phase, a person may experience lack of energy and lower self-esteem and interest in family, friends, and school.

Anxiety disorders: Disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear.

Schizophrenia: Can cause a person to experience, at some point in the illness, delusions, and hallucinations.

(Source: <https://diversity.umn.edu/disability/home>)

In most situations in your classroom, you will not be aware that you have a student with a psychiatric disability. Because students do not show any outward sign of the impairment does not mean that their disability is any less disabling than a more visible one. Some do not need or request any accommodations, and some require a variety of accommodations. For some, the disability is temporary; with medication and therapy, they recover. On the other hand, some students face a constant or a recurring battle to keep their disability under control.

Suggestions

Exam Accommodations: Assist these students in arranging for exam accommodations when requested. The exam accommodations that they will most likely use and be eligible for are distraction-reduced exam space and extra time.

Make-up Work: During periods of severe psychiatric episodes, these students may miss class. Collaborate with students about arrangements to make up tests and other assignments, allowing them extra time, and consult the Disability Specialist & Service Coordinator if there are questions.

Welcoming and Supportive Environment: Many of these students are fearful and have faced stigmatization because of their disability. If a student shares his/her disability with you, be supportive and welcoming when a student requests assistance in arranging for accommodations and refer the student to the Disability Specialist & Service Coordinator if they are not registered for accommodations.

Students in Emotional Distress

Faculty as Helping Resources for Students

College students, with or without disabilities, typically encounter a great deal of stress (i.e., academic, social, family, job, financial) during their educational experience. While most students cope successfully with the demands of college life, for some the pressures can become overwhelming and unmanageable.

The inability to efficiently cope with emotional stress poses a serious threat to students' ability to learn. Therefore, your expression of interest and concern may be critical factors in helping a struggling student reestablish the emotional equilibrium necessary for academic survival and success. The following information will not only help you assess what sometimes can be stressful situations, but will give you specific ideas about what to do when confronted with a student in distress.

Recognizing Troubled Students

At one time or another, everyone feels depressed or upset. But there are identifiable behaviors when present over a period that can suggest the problems the student is dealing with are more than "normal" ones. There are three general levels of student distress:

Level 1

These behaviors, although not disruptive to others in your class, may indicate that something is wrong and the student may need help:

- Serious grade problems or a change from consistently good grades to unaccountably poor performance.
- Excessive absences, especially if the student had demonstrated consistent class attendance.
- Unusual or markedly changed patterns of interaction, i.e., entirely avoiding participation, becoming excessively anxious when called upon, dominating discussions, etc.

Other characteristics that suggest the student is having trouble managing stress include a depressed, lethargic mood, being excessively active or talkative (very rapid speech), swollen red eyes, marked change in personal dress and hygiene, sweaty (when the room is not hot), and falling asleep in class.

Level 2

These behaviors may indicate significant emotional distress, but also a reluctance or inability to acknowledge a need for more personal help:

- Repeated requests for special consideration, such as deadline extensions, especially if the student appears uncomfortable or highly emotional when disclosing the circumstances prompting the appeal.
- New or regularly occurring behavior which pushes the limits of decency and which interferes with the effective management of your class.
- Unusual or exaggerated emotional response to situations.

Level 3

These behaviors are obviously inappropriate and indicate a need for emergency intervention:

- Highly disruptive behavior (extreme hostility, aggressiveness, violence, etc.)
- Inability to communicate clearly (garbled, slurred speech, unconnected or disjointed thoughts).
- Loss of contact with reality (seeing/hearing things which “aren’t there,” beliefs or actions significantly at odds with reality or probability).
- Overtly suicidal expressions (referring to suicide as a current option).
- Homicidal thoughts expressed.

What Can You Do? Hints for Dealing with Distressed/Tearful/Upset Students

Level 3 problems are the easiest to identify. If you encounter a crisis, call Campus Security at x7123 (or call 911) immediately. During weekdays, you can also follow up with Dr. Jane Fink x8767 for consultation after the campus police have dealt with the situation.

In dealing with a student who shows **Level 1** or **Level 2** behavior, you have several choices. You can choose to not deal with it at all. You can deal directly with the disruptive behavior in a way that limits your discussion to what is happening in the classroom. Or you can deal with the situation on a more personal level.

If you choose to approach a student you’re concerned about, or if a student seeks you out for help with personal problems, here are some suggestions that might make the interaction more helpful for the student – and more comfortable for you:

- First, try and stay as relaxed as you can in your dealings with the student. This will also help the student to feel more comfortable and calmer.
- If you feel confident to do so, accompany the student to a quiet area (although not isolated), and remember to notify a colleague of your whereabouts.
- Give the student your undivided attention. It is possible that just a few minutes of active listening on your part may be enough to help the student feel comfortable about what to do next.
- If the student starts to discuss any issue you feel may have legal implications (e.g., assault, rape, a child protection matter, illegal drug use, etc.), advise the student that you **are a mandated reporter and ask if they would like to continue the conversation. You should also state that you cannot promise confidentiality. Advise that we have a counselor they can talk with confidentially.**
- Explain sensitively that you are not a licensed counselor, and that you are there to listen but not to advise.
- If you have initiated the contact, express your concern in behavioral, nonjudgmental terms (e.g., **“I’ve noticed you’ve been absent from class lately and I’m concerned,”** rather than, **“Where have you been lately? Goofing off?”**).
- It is essential that you describe specifically to the student the behaviors that have raised your concern. **You should avoid global statements like, “You’ve been acting strange lately.”** Such statements give the student no real information and may lead the student to feel judged, self-conscious, or defensive. An example of an appropriate statement would be, **“I’m concerned about your sleeping in class.”**
- If, after describing the behaviors that concern you, the student does not seem willing to talk, you may want to tell the student about the free professional counseling services that are available.
- You should avoid giving personal details (such as mobile phone or home phone), and you should resist the temptation to offer a lift anywhere. You should be mindful of your safety and professional reputation at all times and not put yourself at risk!

When Should You Make a Referral for Counseling or Accommodations?

Even though a student asks for help with a problem and you are willing to help, there are circumstances in which you should suggest the student use another resource. For example:

- The question or problem is one you know you can’t handle.
- You believe that personality differences will interfere with your ability to help.
- You know the student personally (as a friend, neighbor, or friend of a friend) and think you could not be objective enough to help really.
- The student acknowledges the problem but is reluctant to discuss it with you.
- After working with a student for some time, you find that little progress has been made and you don’t know how to proceed.
- You are feeling overwhelmed, pressed for time, or otherwise at a high level of stress yourself.

Please see Appendix C for the referral processes for both counseling and ADA accommodations.

Consultation

Consultations can be used for guidance in handling a situation yourself or for determining whether you should try to get a student into counseling or Accessibility Services. In the past, faculty members have called to ask what to do about specific students or to discuss challenging classroom situations. Please consider Dr. Fink a resource for you as well if you need a confidential ear to address student behavior.

Confidentiality

Ohio law and professional ethics require that counselors not discuss who seeks counseling or what the content of counseling discussions might be. This is sometimes frustrating for faculty. If you are concerned about a student you have referred, you can ask the student whether s/he followed up on your suggestion. A student can tell you anything they wish to share.

SECTION III: RESOURCES AND OTHER INFORMATION

Roles of Accessibility Services Staff Members

Accessibility Services employ staff members who serve in a variety of functions designed to provide students, instructors, and the college community with specialized assistance. ADA staff members:

- Review documentation, determine a student's eligibility for services, and train students in the use of academic accommodations. They collaborate with students on disability-related issues like academic accommodations, learning strategies, advocacy skills, and transition issues. Instructors may contact the Disability Specialist & Service Coordinator for support and with concerns about individual students, tips for instructing and making accommodations for students with disabilities in the classroom, and for general information about disabling conditions.
- Coordinate the provision of print materials in alternate format for students requiring books on tape, scanned documents, large print materials, or information in Braille. They also arrange for testing assistants who read test questions or write (scribe) answers to questions for students needing that type of assistance during exams.
- Assist students in learning about adaptive technology and how technology may assist them in compensating for their disabilities.
- Coordinate the procurement, scheduling, and proctoring of exams when scheduled through Accessibility Services with approved accommodations. The Disability Specialist & Service Coordinator is also responsible for arranging specific exam accommodations and for sending accommodation letters (via STARS) to instructors who request verification of a student's right to use testing accommodations.
- Arrange for sign language interpreters and real-time captioning services for students who are deaf or hard of hearing.

Adaptive Technology

What is adaptive technology?

Adaptive technologies are hardware and software items designed to be used to compensate for areas of disability or impairment. Adaptive technology allows individuals with disabilities the same access to information and production as their peers who are not disabled. One example of such technology is computer-generated voice output of scanned printed material used by a student with a print impairment, such as dyslexia or blindness.

Software available through Accessibility Services

Dragon NaturallySpeaking – software that allows the user to create and edit documents and email, fill out forms and streamline workflow, all by speaking. Dragon NaturallySpeaking offers hands-free use of the PC for users with disabilities.

www.nuance.com

JAWS® for Windows® - a screen reader that works with PCs to provide access to software applications and the Internet. An internal software speech synthesizer and the computer's sound card reads information from the screen aloud, giving access to a wide variety of information, education, and job-related applications. JAWS also outputs to refreshable Braille displays, providing braille support to screen readers.

www.freedomscientific.com

Kurzweil 3000 - is a reading, writing, and learning software for students with dyslexia, attention deficit disorder, or other learning difficulties, including physical impairments or language learning needs. The software can access virtually any information, whether it is printed, electronic, or on the Web. Kurzweil 3000 is content independent; instructors can use it to help students succeed in the classroom regardless of curriculum or lesson plan. www.kurzweiledu.com

Zoom Text Magnifier/Reader – magnification and reading software for the vision impaired.

www.aisquared.com

Why is it important?

The most important aspect of adaptive technology is the freedom that it offers students with disabilities. With assistance, a student can have independence in reading, writing, and performance. Such independence increases work rate, employability, and self-esteem.

Adaptive technology does another important thing. It helps institutions meet the letter and spirit of disability law. It allows students with disabilities the same level of access to computing technology, in support of instruction and programming, just like their non-disabled peers.

Emergency Procedures

For students with disabilities, special considerations must be made for emergency situations such as fire or tornadoes. Ultimately, the person with a disability is responsible for his/her safety in emergency situations. It is wise for the student to plan for emergencies, which would include developing an evacuation plan and then discussing the specifics of such a plan with an instructor or staff member. Instructors and staff should know a plan of action when they have a student with mobility, visual, or hearing impairment in their classroom. See Appendix for B for Wayne College Closing and Evacuation procedures.

Students with Mobility Impairments

In the case of fire, individuals with mobility impairments should be directed to an area of refuge.

- The instructor should alert campus police of the location and the need for evacuation of the person with a disability.
- The instructor should assist the student with the mobility impairment in accessing the area of refuge.
- The instructor should not attempt to carry the person in the wheelchair. Most wheelchairs are not constructed for lifting.

Elevator Breakdowns

With only one elevator on campus, elevator breakdowns are a rare occurrence. However, a breakdown may be extremely inconvenient—or even life-threatening—to a person who uses a wheelchair. When the elevator ceases to operate, contact the campus police immediately.

Students with Visual Impairments

Students with visual impairments should already be familiar with their surroundings; however, they may not be aware of emergency exits.

- In case of emergencies, alert the student to the situation. Offer assistance to guide him/her to the nearest emergency exit.
- Use the “Sighted Guide Technique” by offering an elbow.
- As you walk, alert the student to where he/she is and inform him/her of any obstacles, debris, doorways, or narrow passages.
- Once guided to safety, orient the student to his/her surroundings and determine if further assistance is needed. Contact the campus police for further help if needed.

Students with Hearing Impairments

The student with a hearing impairment is not likely to hear the alarm or other audible warnings. Therefore, it is the responsibility of the instructor to inform the student that there is an emergency. There are two ways to get the person’s attention:

- 1) Write a note for the student alerting him/her to the crisis and instructing him/her where to go.
- 2) Turn the light switch on and off to gain his/her attention. Be sure to offer to assist the student during the evacuation.

Seizures

It is likely that during your tenure at Wayne College you will have at least one student in your class with a seizure disorder. Many people can control their seizures through medication. However, medical management of a seizure disorder is not feasible for some people, and, as a result, seizures may occur frequently. Ideally, the student with a known, active seizure disorder will alert you to the situation and direct you in responding to the seizure. However, when faced with an unexpected seizure, you should be aware of how to respond appropriately.

What to do during a seizure:

- Contact Campus police immediately at 330-972-8910 or 330-972-7123. Advise the dispatcher of your exact location including building and room number and the situation. The library, Smucker Learning Center, the bookstore, or Continuing Education can assist you in contacting campus police. If there is not a phone available, send a student to a red phone or the closest locations for assistance;
- Keep objects away from the individual;
- Do not try to restrain the individual;
- Look for medical ID;
- Ask the person their name and if they know where they are;
- Stay with the student until help arrives;
- If the student has an individualized seizure plan, the faculty will receive a copy of the seizure plan at the beginning of the semester.

Instructors and staff should assess the situation and use their best judgment in determining the need for immediate medical intervention. Erring on the side of caution is usually the best course of action when a student is having a seizure.

When Are Accommodations Not Provided?

The College must provide accommodations unless they fall under one of the following three categories:

- 1) **Fundamental Alteration:** If an accommodation lowers the academic standards of the college, its programs, or courses, the college denies the accommodation and deems it unreasonable. Academic standards are essential for any student. It is unreasonable to alter these fundamental rules as an accommodation for a student with a disability.
- 2) **Undue Hardship:** If an accommodation costs too much or is impossible to administer, the college denies the accommodation and deems it unreasonable. An undue financial burden applies to the University of Akron as a whole. Therefore, decisions regarding undue financial hardship can only be made by the President's office and cannot be made by a department, program or college. If the college feels it cannot afford an accommodation that would be reasonable otherwise, it should seek assistance through appropriate channels. An undue administrative burden occurs when the college does not have enough time to respond to the request, or when it would be impossible or infeasible to administer. In every instance, the college reserves the right to offer other, equally effective accommodations.
- 3) **Personal Service:** If a request for an accommodation falls under the definition of personal service, the college denies the application because it is unreasonable. Personal services are those that a person with a disability must use regardless of college attendance. Also, individual services are those for which no correlation between the disability's functional limitation and program access can be established. The college, for instance, does not purchase wheelchairs or other assistive technologies used in every setting to compensate for mobility impairment. Other examples of personal services include independent living, mental health, rehabilitation, and tutoring.

Conclusion

Accessibility Services staff encourages you to contact us with any questions or concerns, as we are here to help. Information, including this handbook, is also available on our website at <http://wayne.uakron.edu/learning-center/accessibility-services/>.

Please remember:

- Reasonable accommodations do not give ADA students an unfair advantage; they **even the playing field** to allow for **equal access**.
- Understanding and empathy toward students with disabilities are necessary, but please do not become overly accommodating.
- Please be willing to put forth an effort to talk with the student about his/her needs if approached and help implement their accommodations.
- Students do not have to use any or all of the accommodations they are eligible for – **it is up to them**.
- Let's work together to promote educational excellence for all. It helps to open doors where there are barriers.

APPENDIX A

Disability Access Checklist for Faculty

This checklist is provided to assist faculty in creating an accessible learning environment in their courses. Students with disabilities may potentially be in any class. It is not required to anticipate every accommodation that a student with a disability might need before the request; however, it is advisable to be prepared for the fact that some applications for accommodations will be made.

- ✓ Hold students with disabilities accountable to the same standards you hold every other student.
- ✓ Provide notice to your students of these standards and of your willingness to accommodate. This can be done verbally or within your course syllabus as in the following examples:
 - Students with disabilities may obtain information on available services online at <http://wayne.uakron.edu/learning-center/accessibility-services>. Specific inquiries may be made by contacting the Disability Specialist & Service Coordinator at 330-972-8923 or by stopping by the Smucker Learning Center in B-107.
 - Qualified students with disabilities will receive appropriate accommodations in this course. Please see Julie Hartzler after class or during office hours and be prepared to provide a verification letter from the Smucker Learning Center. For more information, go to the Smucker Learning Center in B-107 or call 330-972-8960.
 - Students who need accommodations for a disability should submit documentation and requests to the Smucker Learning Center. Phone: 330-972-8960 for more information. If you have already registered your claims with the Smucker Learning Center this semester, please see me after class or during my office hours and be prepared to provide a current verification letter.
- ✓ If you have concerns or questions, verify the eligibility of approved accommodations with Accessibility Services by calling the Disability Specialist & Service Coordinator at 330-972-8923 or the Program Assistant at 330-972-8965. Accessibility Services will provide the information necessary for an instructor to assure program access while protecting student privacy.
- ✓ Grant reasonable accommodations as recommended by Accessibility Services. Accommodations are reasonable as long as course standards are not fundamentally altered and there is a logical link between the student limitations and the accommodation.
- ✓ Accessibility Services coordinates the provision of alternative formats. When requested, provide alternatives to printed information such as class handouts or reserve materials in the library. Options to print include Braille, computer electronic text, large print, and CDs. If Internet resources or other technologies are used, then they must be accessible. Accessibility Services coordinates the provision of alternative formats.
- ✓ Permit the students to use their approved auxiliary aids and technology that ensure equal access and participation. Depending on the disability, students may be eligible for a note-taker, sign language interpreters, readers, scribes and Pocket Talkers. Others may use tape recorders/players, computers, assistive listening devices and other technologies for the same purpose. Make academic adjustments in instruction. For students with hearing impairments, face the audience while speaking or use a pocket amplifier if the student is eligible for one. Pocket Talkers are available through Accessibility Services, and the Disability Specialist & Service Coordinator will contact you if this is an approved accommodation. For students with visual impairments, read aloud or describe written or graphic information.

- ✓ Select course texts early. Blind and other students with print disabilities must begin prior to the start of the semester to request their books in alternative formats from the Disability Specialist.
- ✓ Grant testing accommodations as recommended by Accessibility Services. Testing accommodations include but are not limited to extended time, alternative format, distraction-reduced environment, readers, and scribes.
- ✓ Treat disability-related information with the strictest confidentiality. Refrain from identifying students with disabilities unnecessarily to their peers or other colleagues without student consent.
- ✓ Consult with the student and the Disability Specialist & Service Coordinator for more helpful information on making your courses accessible.

APPENDIX B

Wayne College Closing and Building Evacuation

I. Weather-related closing

A. Before operational hours. If severe weather conditions begin before College operating hours, the Dean (or his designate), in conjunction with the College police officers and maintenance team, will determine if the College will close. This decision is typically made before 6:00 a.m. A message will be posted on the College's SNOW line (330-972-8775) and on the College's Web site, www.wayne.uakron.edu. Notification of closing will also be sent to media outlets via Institutional Marketing. The most reliable local media source is WQKT in Wooster, 104.5 FM. The student can also sign up for Z-Alert. Instructions which can be found on The University of Akron's homepage.

B. During operational hours. If weather conditions become severe during operational hours, the decision may be made to cancel classes and close the College for the remainder of the day. Faculty, staff, and students will be notified of the closing and signs will be posted at all entrance/exit points of the building. The information will be posted on the SNOW line, on the Website, and local media will be contacted.

II. Non-weather-related closing

In the event of a non-weather circumstance that requires the closing of the College (no heat, no power, etc.), we will activate the College's "calling chain" to inform faculty and staff. Signs will be posted at the doors of the College, information will be posted on the Website, and local media will be contacted.

III. Severe Weather Emergency

In the event of a tornado or similar weather-related emergency, you should immediately seek shelter within the building. Members of the administrative team, campus police, or other identified individuals will notify faculty, staff, and students within the building by use of personal contact to each room, or with the use of a voice amplifying device (like a bullhorn) to broadcast the message to multiple places at once. The College does not have a building-wide public address (PA) system.

Rooms to be used in the event of a wind-related emergency include:

- 1) **Lower A-wing** interior rooms **without** windows
- 2) **Lower C-wing** interior rooms **without** windows
- 3) Locker rooms and bathrooms in lower E-wing

As a last resort, the tunnel under the main hallway may be used. Access can be gained from lower C or lower A wings.

IV. Fire

If the fire alarm is activated, you should assume there is a fire and leave the building. Exit the building at the nearest exit and proceed to the rear of the large parking lot west of the main entrance. Please remain in the lot until you receive further direction from the administrative team, campus police, or the Orrville Fire Department.

V. Evacuations for other circumstances

There may be other reasons to evacuate the College such as a gas leak or a bomb threat. In these situations, the fire alarm **will not** be activated because of the potential incendiary hazard. Members of the administrative team, campus police, or other identified individuals will notify faculty, staff, and students within the building by use of personal contact to each room, or with the use of a voice amplifying device (like a bullhorn) to broadcast the message to multiple places at once. The College does not have a building-wide public address (PA) system, and the use of a PA system during a gas leak or bomb threat is also discouraged because of the potential incendiary hazard. Once you have been notified, you should exit the building as you would for a fire. Go to the nearest exit and proceed to the rear of the large parking lot west of the main entrance. Please remain in the lot until you receive further direction from the administrative team, campus police, or the Orrville Fire Department.

APPENDIX C

Consultation and Referral

Referring Students to the Disability Specialist & Service Coordinator

We encourage faculty and staff to refer students to our office. While the university does not have the right to ask a student about disability, it is appropriate to discuss your concerns about the student's academic performance and behavior. We serve students with both **permanent disabilities** and some **temporary medical conditions** (e.g., a broken arm and can't take notes). If you see a student who would benefit from services due to a disability or a suspected disability:

If a student discloses a disability to you, treat the information confidentially and encourage the student to visit the Smucker Learning Center website, Students with Disabilities, to initiate the accommodation process. Refer the student to our website at <http://wayne.uakron.edu/learning-center/accessibility-services/>, as well as our other contact information: **Smucker Learning Center** wc-lcsa@uakron.edu 330-972-8960 or julie21@uakron.edu 330-972-8923.

- Consider keeping our brochures at your office. You can request copies of our brochure or informational flyer by calling 330-972-8960.
- Let the student know they are not obligated to use services if they contact us. All information is confidential, and services are free of charge.
- We are available to consult with those who suspect they have a disability but have not yet been diagnosed.
- Testing in the Smucker Learning Center is only available to students with documented accommodations.

Referring Students for Counseling

- Let the student know that it is not necessary to know precisely what is wrong to seek assistance.
- Assure the student that seeking help does not necessarily mean their problems are unusual or extremely serious.
- Be frank about your limits of time, energy, training, and objectivity.
- Give the student the phone number, email address or website link <http://wayne.uakron.edu/learning-center/accessibility-services/>, as well as our other contact information: **Smucker Learning Center** wc-lcsa@uakron.edu 330-972-8960, or jfink@uakron.edu 330-972-8767 to schedule an appointment with Dr. Fink.
- Call us when you have the student in your office and put the student on the phone to schedule an appointment.
- If it's a more pressing problem, you can walk the student to the Smucker Learning Center or call and ask Dr. Fink to come to you if she is available.

APPENDIX D

Comparison Charts

Disability Laws IDEA, Section 504 and ADA Comparison Chart

	Section 504 of the Rehabilitation Act	Title II of the American Disabilities Act (ADA)	Individual with Disabilities Education Act (IDEA)
Type	A federal civil rights law and regulations		A national education law and regulations
Purpose	To prohibit discrimination by disability in programs and activities, public and private, that receive federal financial assistance	To prohibit discrimination solely by disability in employment, public services, and accommodations	To provide federal financial support to State and local education agencies to guarantee special education and related services to eligible students with disabilities
Funding	No federal funding. No additional funding beyond basic school support.		Federal funding formula based on student population, number of students with disabilities, and poverty factor
Eligibility	Any individual who (1) has a physical or mental impairment that substantially limits one or more life activities (such as walking, seeing, hearing, speaking, breathing, learning, working, caring for major bodily functions, and performing manual tasks), (2) has a record of such impairment, or (3) is regarded as having such an impairment		Children ages 3-21 who are determined by a multidisciplinary team to be eligible within one or more of 13 disability categories and who need special education and related services
Free Appropriate Public Education (FAPE)	Requires the provision of a free, appropriate education. "Appropriate" means an education comparable to students without disabilities. Students may receive services or accommodations without a need for special education services.	Does not address FAPE	Requires the provision of a free, appropriate education. "Appropriate" means a program designed to provide meaningful educational benefit. Students may receive related services only if needed to benefit from special education.
Service Plan	Section 504 plan or similar planning document	No individual service plan component	Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
Accessibility	Has regulations regarding building and program accessibility		Requires that modifications must be made if necessary to provide access to a free, appropriate education
Notice	Requires notice to the parent or guardian concerning identification, evaluation, and placement	No specific notice requirements	Requires prior written notice to the parent or guardian concerning identification, evaluation, and placement
Evaluations	Assessment draws on information from a variety of sources in the area of concern; decisions made by a group knowledgeable about the student, evaluation data, and placement options Requires periodic reevaluations Reevaluation is required before a significant change in placement	No specific evaluation requirements Requires documentation specific to the disability type which provides information on specific functional limitations and demonstrates the need for concrete, reasonable accommodations Only requires re-testing if additional accommodations warrant more	Requires a full, comprehensive evaluation assessing all areas related to the suspected disability Requires an evaluation by a multidisciplinary team. Requires informed consent before an assessment is conducted. Requires reevaluations to be conducted at least every three years

Differences between High School and College Accommodations For Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
IDEA (Individuals with Disabilities Education Act)	Title II of the ADA/ADAAA (Americans with Disabilities Act of 1990/Amendments Act of 2008)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about SUCCESS	ADA is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
IEP (Individualized Education Plan and 504 Plan)	High School IEP and 504 plan are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student	Student must get evaluation at own expense
School conducts assessments at prescribed intervals	Students not required to be re-tested after initial documentation approval unless additional accommodations warrant more documentation
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	Documentation must provide testing results and information on specific functional limitations to demonstrate the need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified and supported by parents and teachers	Student must self-identify to Accessibility Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
School must develop formal plan, and it is school's responsibility to track student	Student must ask for and "qualify" for services EACH Semester and is responsible for much of the accommodation process (i.e., notifying the office of test dates, etc.)
Teachers approach the student if they believe the student needs assistance	Professors are usually open and helpful, but most expect the student to initiate contact if help is needed

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parents do not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and alter pace of assignments	Professors are not required to change curriculum or alter assignment deadlines
Use multi-sensory approach	Tend to rely on the lecture. May or may not use multi-Sensory approach.
Students are expected to read short assignments that are then discussed, and often re-taught, in class	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students need to review class notes and text material regularly

Grades and Tests

HIGH SCHOOL	COLLEGE
IEP or 504 Plan may include modifications to test format	Test format changes (i.e., multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are convenient when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers usually take time to remind students of assignments and due dates	Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of students when assignments are due, and how students will be graded
Grades may be modified	Grades reflect the work submitted

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an IEP or 504 plan	Tutoring DOES NOT fall under Accessibility Services. Students with disabilities must seek out tutoring resources as they are available to all students.
Students' time and assignments are often structured by others	Students manage their own time and complete assignments independently
Students may study out of class as little as 0 to 2 hours per week, and this may be mostly last-minute test preparation	Students need to study at least 2 to 3 hours outside of class for each hour of class