

**Faculty Guide**  
**WORKING WITH**  
**STUDENTS WITH DISABILITIES**

**2007 -2008**

*offered by the*  
**ACADEMIC RESOURCE CENTER**  
**Marietta College**

The Academic Resource Center (ARC) houses services for students with disabilities at Marietta College. The Disability Specialist, Barbi Cheadle, is the primary contact for these services with support provided by Debra Higgins, Director of the ARC. The ARC determines accommodations and provides services, auxiliary aids, assistive technology and general support for students with documented disabilities. Equally so, the ARC is available to assist faculty in the responsibility of ensuring all students have equal access to their education. This handbook is intended as a guide to assist you in working with students with disabilities.

### ARC MISSION

The primary mission of the ARC is to provide resources and services to assist all Marietta College students in the acquisition of information and development of skills to achieve their academic potential. In addition to offering individualized services for students, the ARC resources and information are available to all members of the campus community. The ARC seeks to empower students with disabilities by providing services and programs that enable equal access to an education as required by law.

### LEGAL MANDATES

#### **Section 504 of the Rehabilitation Act of 1973 states:**

“No otherwise qualified individual with a disability in the US...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity...”

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

#### **Americans with Disabilities Act of 1990 (ADA)**

Title II of the ADA states: “A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making modifications would fundamentally alter the nature of the service, program, or activity.”

Legal mandates further require Marietta College to demonstrate compliance by placing notices of availability of services to students with disabilities in our handbooks (Faculty handbook, Employee Handbook and Student Handbook) and on the syllabi for each course each time it is offered. We are also required to have policy and procedures for filing Section 504 grievances.

## THE PROCESS TO ENSURE EQUAL ACCESS

The laws also mandate that at the post-secondary education level, individuals with disabilities begin taking an active role in the process, thereby taking responsibility for their success. Disclosure of disabilities may occur when a high school student is looking at a college and he or she wants to evaluate the services available. Most students reveal their disabilities during the admissions process or during orientation. Yet, others wait until they have gotten into serious academic trouble – like probation or dismissal – before acknowledging their disabilities.

Any student wishing to access accommodations due to a disability is responsible for initiating the process. He or she must contact the Disabilities Specialist, present comprehensive documentation that has been completed by a qualified professional within three years prior to enrollment. The DS reviews the documentation and verifies that it meets our requirements. If additional documentation is required, the student is given the opportunity to make it available to the College. The DS meets with the student and makes a thorough assessment of her or his strengths and limitations, then makes recommendations as to accommodations that would be appropriate. The student also may request specific accommodations, however the DS must determine if the request is reasonable. For the remainder of his or her MC career, at the beginning of each semester, the student must meet with the DS to review the previous semester and determine accommodations for the current semester.

The next step is two-fold. The ARC will send out an Accommodation Notice to all of the professors with whom the student has courses for that semester. This is to let the professor know that the student has verified the disability, followed procedure and the accommodations are relevant. The student is also responsible for meeting with the professor of each course in which he or she wishes to request accommodations at the beginning of the semester. The student and the professor should review the specifics of the accommodations and determine if further arrangements need to be made or if any other concerns should be addressed.

FAQ: I have a student who has previously disclosed a disability to me, yet this semester she has not requested accommodations. Am I obligated to provide accommodations? No. We cannot expect you to guess or predetermine what a student may need. Students have the right to choose not to use accommodations. Neither can we expect you to retroactively grant an accommodation that was not requested in a timely manner.

Note: Although in the interview stage, we outline the steps students must take to request accommodations, they often drop the ball at first. Previously, in their secondary education experience, it was the school's responsibility to identify a possible disability, acquire the proof and accommodate accordingly. The student had a passive role. In post-secondary education, the student is expected to assume these responsibilities for herself or himself.

If you have received an Accommodation Notice for a freshman who has not attempted to discuss the specifics, you may want to gently and confidentially remind the student that he or she needs to follow up with you. In most cases, by the time you receive the Accommodation Notice, you will have already gone over your syllabus and read the statement regarding accommodating disabilities. Additionally, a student may experience embarrassment and be reluctant to ask for help.

If a student does not comply by initiating a request for accommodations, providing documentation and following through with the process; we are not required to accommodate academically. Nor are we required to retroactively implement accommodations.

### CONFIDENTIALITY

Confidentiality is protected by law and must be maintained. The student is not required to identify his or her disability to anyone other than the DS/ARC. Once a student has presented with a documented disability and accommodations have been determined, he or she must sign a Release of Information allowing us to disclose the accommodations to the instructor. (We also require students to sign a ROI if they wish for us to communicate with their parents.) The student may choose to disclose a disability to faculty or others on campus to facilitate understanding and communication. Whether a student discloses the disability or you receive an Accommodation Notice, you should not, in any way, identify that a student has a disability or the nature of the disability.

FAQ: I have a student in my class who is struggling and I suspect she has a disability. I have not received an Accommodation Notice can I ask her if she needs accommodations? No. By law you cannot ask a student about a disability unless he or she has first disclosed the disability to you. But you can talk to her about her difficulties and refer her to the ARC. The ARC can help all students who are struggling academically. We can also provide her with information about services for students with disabilities in such a way that protects her confidentiality, thereby giving her the opportunity to reveal a disability and seek services if she so desires.

### SYLLABUS STATEMENTS

The law requires colleges and universities to place statements on each syllabus for each course outlining our position on acknowledgement of and provision of services to individuals with disabilities.

The following are examples of appropriate syllabus statements:

“Students who believe that they may need accommodations due to a documented disability should contact the Academic Resource Center (Andrews Hall, Third floor, 376-4700) and the instructor as soon as possible to ensure that such accommodations are implemented in a timely manner. You must meet with the ARC staff to verify your eligibility for any accommodation and for academic assistance.”

“If you need academic accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. You may see me privately after class or at my office.”

We strongly encourage you to review the statement in class the first day of the course. Additionally, you will want to encourage your students to talk to you as soon as possible. If you have an appropriate “war story” of the negative consequences of not requesting assistance early in the semester, you may want to share it at this time.

## **TYPICAL AREAS REQUIRING ACCOMMODATIONS**

### PHYSICAL OR LOCATION

Room choice – The DS will notify you as soon as possible (ideally before the semester begins) if a student has a disability that will affect the following:

- the location of a classroom
- furniture or workstations
- presence of auditory and visual warning systems (ie. science laboratory)

Note: If specific furniture is placed in a classroom for a student with a documented disability, it is our responsibility to ensure that the adaptive pieces:

- remain in the room and available for each use
- are in the proper location within the room
- are accessible by a clear pathway

Seating arrangements – the following are typical accommodations involving where in the classroom a student needs to be seated:

- Front, or front and center
- Optimal for a hearing impairment, or for the placement of an interpreter/transcriptionist
- Close to the exit
- Close to electrical outlets or near specific pieces of equipment for the use of technical aids

Remember to provide advance notice and arrangements for fieldwork, out-of-classroom exercises, attendance at other functions, etc. As necessary, collaborate with the student and with the DS to make specific arrangements to ensure these activities are accessible.

FAQ: I have a student with a disability and accommodations, he has missed 8 classes (5 more than my attendance policy allows). Can I penalize him for the absences as I would any other student? Yes. Attendance is an essential element of most courses. In the rare cases where an attendance accommodation is granted, you would have been notified by the Accommodation Notice as with any other accommodation. Should this situation occur with any student, please consider submitting an Academic Alert on their behalf.

## PRINT MATERIALS

Choose your course materials as early as possible!

Acquiring or converting to alternate formats (audio text, enlargements, Braille, etc) is a time-consuming, labor intensive task. If we cannot get the alternate format from the publisher in a timely manner which is becoming increasingly difficult, we are forced to find another way to make the required text accessible to the student. We do not want students to get behind because they do not have access to their textbooks.

Make lectures, notes, assignments, outlines and so forth available in electronic format. An electronic file is necessary to convert to another format or to make accessible to students to review the information at a later time or with assistive technology.

## VERBAL OR AUDIO

The following are tips for making verbal or audio content accessible to all students.

- Face students when speaking to accommodate lip readers
- Facilitate use of sign language interpreters, oral interpreters or real-time captioners
- Use captioning (open, closed or real-time) with videos, films or other audio transmissions
- Make captioned media available for additional viewing outside of class time
- Use microphones in large rooms – repeat or rephrase questions/comments made by those not using microphone
- Use a variety of visual aids to reinforce material delivered verbally for those with auditory processing difficulties – then make same available for additional study outside of classroom and class time
- Facilitate tape recording of lecture and class discussion

- For class discussions
  - Pacing – to allow students with communication disabilities to participate
  - Consider providing smaller group settings, seminars, or one-to-one opportunities so benefits of interaction are not lost
  - Allow for email or text messaging of comments and questions if anxiety or voice production is a problem

## STUDENT GENERATED WORK

### Note Taking Accommodation

This is an important accommodation for many students due to the functional limitations of their disability. As the course instructor, you are best able to ensure access to good notes either yours or those of another student.

Instructor's notes:

- Posted online for all students
- Copies for students with note taker accommodation

Peer's notes:

- Student already knows someone in the class and requests notes from him or her directly
- Make a confidential announcement to class requesting volunteers – have interested students meet with you after class or during office hours to make arrangements. Avoid specific references to the student with a disability.
- If no volunteers, identify good students in your class who may be approached confidentially to request their services as a note taker.

\*\*\* It is critical that we provide this accommodation. If you are having difficulty finding a note taker, contact the DS/ARC immediately for further assistance. \*\*\*

To maintain confidentiality, the individuals providing note taking services may drop their notes off in the ARC, we will copy and distribute to the recipient.

FAQ: A student in my class has a note taking accommodation. After I assisted him with obtaining the services of a note taker, he has missed numerous classes. Should he be getting the notes from the missed lectures? If a student regularly skips class and does not have legitimate excuses, he has no right to get the notes from the classes missed. Please notify the DS as soon as possible in order that the DS can address the problem with the student directly.

## Exam accommodations

- Extended time – most require 50% more time, few may be granted double-time
- Distraction reduced setting - in the ARC or an appropriate location of your choice
- Use of a reader and/or scribe (person or computer)
- Use of assistive technology, computers, handheld spellers, calculators
- Use of alternative formats (print, audio, electronic)
- Forgiveness of spelling errors or provide word bank

### ARC Exam Accommodation Process

1. Testing Accommodation Policy Contract – when the student is granted an exam accommodation, he or she reviews and signs off on the Testing Accommodation Policy which sets forth the rules and procedures that protect the student and the College in maintaining the integrity of the exam procedure.
2. Proctor/Scribe Request Form – the student must complete this form for each exam/quiz to be proctored in the ARC. We require at least 3 days advance notice, so that we can make the necessary arrangements for space, materials, assistive technology and receipt of the exam from the professor.
3. Professor provides exam to the ARC – the student needs to make specific arrangements with the professor before each exam to be proctored in the ARC. The professor is then responsible for getting the exam to the ARC in a timely manner (it may need to be converted to an alternate format.) We accept exams by email, on CD or in printed form. If you elect to have someone else deliver the exam, please call prior to delivery and identify the courier. If a blue book or scan sheet is required, please provide a sufficient supply. Please be sure that all directions or special instructions are provided with the exam.
4. Test Security – upon receipt of the exam, it is kept in a secure location accessible only by ARC staff until exam time. While students are taking exam, they are monitored. Any inappropriate behaviors or exam materials are reported back to the instructor. After the exam is completed, it is kept secure until it is picked up. After the exam is turned over to the professor, any remaining copies are deleted or destroyed.
5. Exam Pick-up – when the student completes the exam, the ARC will notify the instructor by phone and/or by email. The professor should notify the ARC as to how she or he intends to retrieve the exam, including the identity of the person picking up the exam if other than the instructor.

### Assignment accommodations

- Extra time to complete – appropriate extension to be agreed on at onset of assignment, not on due date
- Grade for comprehension of subject not format
- Provide alternate forms of expressing knowledge
- Provide assistance with breaking down large writing assignments into smaller sections
- Provide proof reading assistance

### GENERAL SUGGESTIONS

Clearly state objectives, summarize and review periodically.

Meet with student as necessary.

Collaborate with Disabilities Specialist and student as much as possible.

Consider incorporating “Universal Design” as much as possible

#### **Universal Design for Learning is . . .**

- . . . the design of instructional materials and activities that makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage and remember.
- . . . achieved by means of flexible curricular materials and activities that provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, expression and engagement.
- . . . built into the instructional design not added on after-the-fact.

Universal Design for Learning addresses each of the following areas:

- Inclusiveness
- Physical Access
- Delivery Methods
- Information Access
- Interaction
- Feedback
- Demonstration of Knowledge

## GRIEVANCE PROCEDURE

Not only does the law require MC to provide equal access and forbid us to discriminate on the basis of a disability, legal statutes demand we provide an avenue of redress. If an individual feels the College has violated her or his rights under Section 504 or the ADA, we must provide a procedure to file a grievance.

- any student or employee may consult the 504 Coordinator, Barbi Cheadle, with any questions or concerns related to compliance
- any student or employee may file a formal grievance
- any student or employee may file a formal grievance directly with the Office of Civil Rights
- Grievance Procedures and contact information are located in the Faculty Handbook, the Employee Handbook and the Student Handbook

## CONTACT INFORMATION

You are invited to contact the ARC, the Director, or the Disabilities Specialist at any time. We welcome your collaboration with and participation in providing students with disabilities equal access to an education and college experience.

ACADEMIC RESOURCE CENTER  
740-376-4700  
[arc@marietta.edu](mailto:arc@marietta.edu)

Disabilities Specialist  
Barbi Cheadle x4467  
[barb.cheadle@marietta.edu](mailto:barb.cheadle@marietta.edu)  
Andrews Hall, Third Floor  
Marietta College  
215 Fifth Street  
Marietta, OH 45750

Director of the ARC  
Debra Higgins, M.Ed. x4837  
[debra.higgins@marietta.edu](mailto:debra.higgins@marietta.edu)  
Andrews Hall, Third Floor  
Marietta College  
215 Fifth Street  
Marietta, OH 45750

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This guidebook is available in alternate format upon request. Call the ARC at 376-4700 to make this request. It is also available on the Web at [www.arc.marietta.edu](http://www.arc.marietta.edu).

## What Do You Say. . .

The first step when interacting with people with disabilities seems obvious:

Treat them as you would anyone else. Students with disabilities come to college for the same reasons other students do. They bring with them the same range of backgrounds, intelligence and academic skills.

The following information is offered as a guide for use in everyday situations:

### Reception Etiquette

1. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear artificial limbs can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
2. Treat adults as adults. Never patronize people using wheelchairs by patting them on the head or shoulder.
3. When addressing a person who uses a wheelchair, never lean on the person's wheelchair. The chair is a part of the body space of the person who uses it.
4. When talking with a person who has a disability, look at and speak directly to that person rather than through a companion or personal aide who may be along.
5. If an interpreter is present, speak to the person who has come to see you, not to the interpreter. Maintain eye contact with your visitor, not the interpreter.
6. Offer assistance with sensitivity and respect. If the offer to help is declined, do not insist. If the offer is accepted, listen to, or ask for instructions (e.g. allow a person with a visual impairment to take your arm at or above the elbow so that you can guide rather than propel the person).
7. If a guide dog is used, do not pet or distract the dog in any way while they are on duty.

### Conversation Etiquette

1. Remember that people with disabilities are people first. When referring to someone with a disability, be sure to refer to the person first. For example, say "person who is blind" instead of "blind person." This helps to remind us that we all have something in common, we are all people.
2. Relax. Don't be embarrassed if you happen to use common expressions such as "see you later" or "got to be running along" that seem to relate to a person's disability. People who are visually/mobility impaired use these expressions.
3. To get the attention of a person with a hearing loss, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly and slowly. Show consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking. Keep moustaches well trimmed. Shouting won't help, and it may lessen the person's ability to understand. Written notes are fine for short conversations.
4. When talking to a person in a wheelchair for more than a few minutes, sit down in order to place yourself at the person's eye level.
5. When greeting a person with a severe loss of vision, always identify yourself and others who may be with you. Speak in a normal tone of voice, indicate in advance when you will be moving from one place to another, and let it be known when the conversation is at an end.
6. Listen attentively when talking with a person with a speech impairment. Keep your manner encouraging rather than correcting. When necessary, ask short questions that require short answers. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reactions will guide you to understanding.

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