

Overview of Faculty Handbook for Students with Disabilities

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Disabilities

A photograph of a brick wall with a sign that reads "MARSHALL UNIVERSITY". The sign is mounted on a brick wall and is illuminated by a small light fixture. The background shows a grassy area and a building.

MARSHALL UNIVERSITY

Outline

- Overview of the Handbook
 - Faculty Senate SR-17-18-55 Recommended distribution of the Faculty Handbook, Students with Disabilities. May 3, 2018.
 - This PowerPoint is aligned with the May 3, 2018 version of the handbook.
- Rights & Responsibilities of Students
 - How to Request Services
- Rights & Responsibilities of Faculty
- Rights & Responsibilities of the University
- Accessibility & Available Resources
- General Guidance & Tips
- Interactive Scenarios

Handbook Overview (1)

- The purpose of the Handbook is to provide the faculty of Marshall University guidance on working with students who have disabilities:
 - Discussion of the rights and responsibilities of:
 - Students
 - Faculty
 - University
 - Review of relevant federal guidelines
 - Review of offices or centers that provide services for students with disabilities

Handbook Overview (2)

- In addition, the Handbook provides information on resources available at Marshall to assist faculty with accommodating students with disabilities:
 - Testing accommodations
 - Accessibility resources:
 - Closed captioning
 - Transcripts, etc.
- The [Faculty Handbook for Students with Disabilities](#) can be viewed and downloaded on the Marshall University Policies page.
 - URL http://www.marshall.edu/academic-affairs/files/Faculty_Handbook_Students_with_Disabilities.pdf

Pertinent Laws and Regulations

- The Handbook also complies with all appropriate regulations:
 - The Americans with Disabilities Act of 1990 (ADA)
 - Section 504 of the Vocational Rehabilitation Act of 1973
 - Often students may refer to a “504 Plan,” which can include reasonable accommodations, assistive technology, or auxiliary aids/services to ensure that they have equal access to higher education.
- More detailed information on these regulations can be found in the Handbook.

Student Rights & Responsibilities (1)

- Student Rights
 - To have confidentiality in all matters of documentation and educational records.
 - To be treated fairly, respectfully, equally, and with dignity.
 - To be given equal access to educational, curricular, activities, programs, and facilities throughout the university.

On the first day of lecture, should professors try to identify students with disabilities by asking if students who need accommodations would raise their hands?

Student Rights & Responsibilities (2)

- Student Rights (cont'd)
 - To have reasonable and effective accommodations once a disability has been documented through the Office of Disability Services.
 - To have information reasonably provided in accessible formats.
 - To have access to an appeals process.

Student Rights & Responsibilities (3)

- Student Responsibilities
 - To contact the Office of Disability Services to request services.
 - To provide appropriate documentation of the disability to the Office of Disability Services.
 - Documentation must meet the requirements/guidelines of the Office of Disability Services.
 - To self-advocate and monitor their needs.
 - Students should contact the Office of Disability Services if they need assistance in ensuring that their accommodations are provided.
 - To meet privately with each professor at the beginning of each term to discuss accommodations.
 - It is the student's responsibility to schedule this meeting after the professor has been informed of the required accommodations by the Office of Disability Services.

Student Rights & Responsibilities (4)

- Student Responsibilities (cont'd)
 - To request accommodations within a reasonable time frame.
 - Although, accommodations can be requested anytime during their education at Marshall University.
 - Accommodations cannot be made retroactively, so they need to request them as early as possible to ensure they have all of the necessary support to succeed in courses.
 - Accommodation requests can be approved by and received from the Autism Training Center, the H.E.L.P. Program, and/or the Office of Disability Services

What should faculty do regarding a previous exam if they were not informed by either the student or the Office of Disability Services of requested accommodations until weeks after the exam?

Student Rights & Responsibilities (5)

- Student Responsibilities (cont'd)
 - To keep their contact and disclosure information (telephone, email, address) updated with the Office of Disability Services.
 - To notify the Office of Disability Services if they need textbooks or other printed material enlarged or formatted differently **no later than 3 months** before the start of classes each semester.
 - Students are responsible for providing the Office of Disability Services with syllabi.
 - Failure to make a timely request may limit the institution's ability to provide the requested format in a timely manner for your class.
 - Please note, depending on the requested format it can take up to six (6) months to obtain the textbook in the required format.

Student Rights & Responsibilities (6)

- Student Responsibilities (cont'd)
 - To contact the Office of Disability Services if they have any issues with accessibility or classroom accommodations that cannot be solved on their own.
 - It is their responsibility to communicate any of these needs to the Office of Disability Services.

Requesting Services (1)

- To receive accommodations, assistive technology, and/or auxiliary aids, students must schedule an appointment with the Office of Disability Services Director to register for services.
 - **Important Note! The H.E.L.P. Center and the Autism Center's College Program have different intake procedures for students and communicate with faculty independently from the Office of Disability Services.**
 - Please make sure to contact them if you have a student receiving services from one of these offices.

Requesting Services (2)

- At the initial meeting , students will need to provide documentation of their need for reasonable accommodations (details of required documentation are in the Handbook).
- Once students are registered, a student can request accommodations.
 - **Important!** This request should be made as soon as possible, but at least **one month** before the semester so that accommodations can be confirmed and in place before the first day of class.
 - **Very Important!** Requests to have textbooks or other printed material enlarged or formatted differently must be made **no later than 3 months** before the start of classes each term (see slide #10).

Requesting Services (3)

- Once a student has requested and obtained services, each semester students should do the following:
 - Finalize their schedule
 - Determine a need for reasonable accommodations.
 - Schedule a meeting to discuss the needed services.
- **Important Note!** Faculty **may not** provide reasonable accommodations, including assistive technology, and/or auxiliary aids/services, **without documentation** that the student has been approved for these services by the Office of Disability Services, the H.E.L.P. Program, or the Autism Training Center.

Faculty Rights & Responsibilities (1)

- Faculty Rights
 - To receive notification of reasonable accommodations, assistive technology, or auxiliary aids/services for students with disabilities in a timely basis.
 - Every effort will be made to notify faculty in a timely manner of reasonable accommodations, assistive technology, and/or auxiliary aids/services for students.
 - This notification will be written or via e-mail with the student's name, 901 number, and needed accommodations.

Faculty Rights & Responsibilities (2)

- Faculty Rights (cont'd)
 - To contact the Office of Disability Services if clarification about requested accommodations, student needs, academic adjustments, or assistance is needed.
 - In some situations, faculty in consultation with their program colleagues and the Office of Disability Services have the right to provide course substitutions on a students' plans of study.

Faculty Rights & Responsibilities (3)

- Faculty Responsibilities (cont'd)
 - To provide approved accommodations in their classes.
 - **Important! Failure to provide accommodations as approved is a violation of University policy.**
 - To include in all syllabi the web link to the Academic Affairs University Policies website that provides the information on policies for students with disabilities.
 - **Important! This statement should not be altered or deleted as it is a required syllabus component as per Board of Governors policy.**
 - To direct students who disclose a disability or request accommodations to the Office of Disability Services.

Faculty Rights & Responsibilities (4)

- Faculty Responsibilities (cont'd)
 - To contact and discuss with the Office of Disability Services or the applicable requesting program (Autism College or H.E.L.P.) if the required accommodation will not meet the necessary academic requirements and program standards or any other concerns you have.
 - You should not make alternative accommodations without the approval of the requesting program.
 - To provide accessible materials/technology in their courses, for example, closed-captioned videos, transcripts for audio files, accessible formats for syllabi, or other materials.
 - Please contact the Office of Disability Services or the Instructional Design Center for additional resources and assistance.

Faculty Rights & Responsibilities (5)

- Faculty Responsibilities (cont'd)
 - To provide students with a make-up exam in a timely manner if they miss an exam due to a disability-related issue that is documented.
 - Please contact the Office of Disability Services or the Instructional Design Center for assistance.
 - To keep student information confidential in accordance with FERPA. Keeping in mind, FERPA limits a faculty member's ability to disclose a student's disability and accommodation related information to:
 - individuals designated by the student's FERPA release;
 - to the appropriate staff of the applicable Program;
 - to the appropriate staff or other faculty on a "need to know" basis and
 - to those designated by University policy to review Office of Disability Services authorized accommodations as part of the appeals/or complaint process.

A Note on Confidentiality... (1)

- Students with disabilities are not required to disclose their disability during the admissions process nor during their time at Marshall.
 - However, if they seek accommodations including assistive technology, or auxiliary aids/services they must make their request to the Office of Disability Services.
 - **Very Important! Therefore, you may have students with disabilities in your classes who have not self-identified as they do not want accommodations.**

A Note on Confidentiality... (2)

- In order for you to provide a student accommodations, they must first contact the Office of Disability Services to apply for and receive the required accommodations.
 - Disclosure of a disability is a voluntary process and all matters related to disability must be kept confidential.
 - This includes how you provide the required accommodations in your classes.
 - **Important! Care should be taken to provide accommodations in a confidential and private manner.**

University Rights & Responsibilities (1)

- University Rights
 - To plan, develop, and implement the University's academic vision, goals and standards
 - To request appropriate and current documentation that supports requests for accommodations through the Office of Disability Services.
 - To deny requests for reasonable accommodations, assistive technology, and/or auxiliary aids and services if the intake process of the Office of Disability Services determines that the request is not necessary.
 - This includes communication with the student throughout the process.

University Rights & Responsibilities (2)

- University Rights (cont'd)
 - To select among equally effective reasonable accommodations, assistive technology, and/or auxiliary aids/services.
 - To refuse a request for an accommodation for assistive technology, and/or auxiliary aids/services that alters a course or program or places an excessive burden on the University.

University Rights & Responsibilities (3)

- University Responsibilities
 - To provide information in accessible formats across university-supported programs and activities.
 - To provide reasonable accommodations in accordance with the ADA.
 - To maintain the confidentiality of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA).
 - To provide an appeals process.

Faculty Notification (1)

- The Office of Disability Services will notify faculty via letter or e-mail of students needing reasonable accommodations, assistive technology, and/or auxiliary aids/services in their classes in a timely manner.
 - Notification of faculty of these services should occur as soon as possible after the accommodations have been approved.

Faculty Notification (2)

- Please note that the “Green Sheet” is used by the H.E.L.P. center.
 - You should contact them if your student has a “Green Sheet.”
- The Autism Training Center’s College Program notifies faculty via email and provides a hard copy of a student packet of information during the first week of each semester if they have a student who receives services.

Faculty Syllabus Responsibilities (1)

- Faculty should include in all of their course syllabi a link to the Academic Affairs [Marshall University Policies page](http://www.marshall.edu/academic-affairs/policies) (along with a list of the policies found on that page).
 - URL <http://www.marshall.edu/academic-affairs/policies>
- Faculty may also include a statement that refers students with disabilities directly to that policies page, as provided in the Enhanced Syllabus Template and the Distance Course Syllabus Template approved by the Assessment Office.

Should faculty include their own self-written statements or language in their syllabi in regards to MU policy or federal guidelines related to students with disabilities?

Faculty Syllabus Responsibilities (2)

- Faculty are strongly encouraged to use one of the accessible syllabi templates (as shown at right) approved by the Assessment Office. They can be found on the Faculty tab in Blackboard.



Marshall University Syllabus
College [or School]
[Program]

Course

[Enter number and title of course, e.g., UNI 101 New Student Seminar]

Course Description

[Enter course description from the current catalog.]

Credits

[Enter credits and specify graduate or undergraduate.]

Prerequisites

[List prerequisites or state "none," as appropriate.]

Term/Year

[e.g., Fall 2018]

Class Meeting Days/Times

[Specify meeting day(s) and time(s).]

Location

[Specify the class location, e.g. the campus, building, and room.]

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor

[Enter instructor's full name]

Contact Information

Testing Accommodations

- Testing accommodations are available through the Office of Disability Services, the H.E.L.P. Program, or the Autism Training Center's College Program.
 - Each of these centers has specific protocols for testing accommodations.
 - Generally, the faculty member can either have the office/center proctor the exam or provide the testing accommodations needed themselves.
- The appropriate program will work with you to determine the best method to deliver the needed accommodation.
 - Including but not limited to scheduling a Proctor or advising you on other options, such as the use of Blackboard Test Availability Exceptions.

Accessibility Options

- Faculty should provide transcripts for all required audio recordings used in face to face, hybrid, or online courses.
- Faculty should ensure that any required videos viewed face to face, hybrid, or online courses are closed captioned.
- Please contact the Instructional Design Center for more information and assistance.

Do you have any videos or audio recordings that you regularly use throughout your courses?

General Guidance & Tips (1)

- Avoid the terms “disabled” or “handicapped”
 - Use “Students” first (i.e., **Students** with disabilities).
 - Also, the blind and deaf communities prefer to be identified as “blind” or “deaf.”
- When a **sign language interpreter** is present:
 - Speak in a normal tone (do not yell).
 - Speak to the student(s) (not the interpreter).
- When writing on a **chalkboard or whiteboard**:
 - Face the students when speaking (i.e., wait until you have finished writing before discussion).

General Guidance & Tips (2)

- When being introduced to a student with **limited mobility or an artificial limb**:
 - Please offer to shake hands if it is your normal practice (it is acceptable to offer your left hand).
- When working with a **student in a wheelchair**:
 - Do not pat them on the head (patronizing).
 - Avoid leaning against or touching the wheelchair without permission.
 - Best practice is to make eye contact at their level when addressing them.
 - You may need to lean or sit down.

General Guidance & Tips (3)

- When working with students who are **blind or visually impaired**:
 - Make sure to introduce yourself when speaking.
 - If you use class discussions, it may be helpful to ask that all students introduce themselves before speaking (over time, students may learn your voice and those of their classmates).
- When **offering assistance** to a student with a disability:
 - Wait for the offer to be accepted.
 - Listen carefully to their request.
 - Do not make assumptions.

General Guidance & Tips (4)

- When teaching a student with **limited speaking ability**:
 - Listen attentively and repeat what they are communicating.
 - In some cases, they will grant you permission to “fill in the blanks” for them.
 - Do so only when you know that this is their preference.
 - It is acceptable to ask short questions and/or questions that only require a nod of the head.
- When teaching a student with disabilities, **relax!**
 - Keep in mind: they want to be treated respectfully (similar to other students).
 - For example, don’t be embarrassed if you say “I’ll see you tomorrow” with a blind student.

Appeals Process

- All efforts to resolve any conflicts/concerns of an accommodation will be made with the student and the disability support provider.
- Students have the right to appeal a decision about their eligibility for a disability accommodation or service.
 - The details of the appeals process can be found in the Faculty Handbook.
 - Important: During the time that the disability-related decision is under appeal, the student does not have access to the disputed accommodation/service.

Marshall University Resources (1)

- Please know that the staff at the disability programs are more than willing to assist you.
 - The Center for Teaching and Learning can also provide faculty resources to help you make small changes to your teaching that will make providing accommodations easier for you.
 - Please feel free to contact the disability programs, Center for Teaching and Learning, Instructional Design Center, or your college's faculty representative to the Faculty Advisory Committee for Students with Disabilities.

A photograph of a brick wall with a sign that reads "MARSHALL UNIVERSITY". The sign is mounted on a brick pillar. In the background, there is a building and some greenery.

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Marshall University Resources (2)

- **The Autism Training Center**
 - [The West Virginia Autism Training Center](#)
 - URL <http://www.marshall.edu/atc/>
 - [College Program for Students with Autism Spectrum Disorder](#)
 - URL <http://www.marshall.edu/collegeprogram/>
- **H.E.L.P. Program**
 - [H.E.L.P. Center](#)
 - URL <http://www.marshall.edu/help>

Marshall University Resources (3)

- **Campus Psychology Clinic**
 - [Campus Psychology Clinic](http://www.marshall.edu/psych/clinics/campus-psychology-clinic/)
 - URL <http://www.marshall.edu/psych/clinics/campus-psychology-clinic/>
- **Counseling Center**
 - [Marshall University Counseling Center](http://www.marshall.edu/counseling/)
 - URL <http://www.marshall.edu/counseling/>
- **Libraries and Online Learning**
 - [Marshall Library Services for Patrons with Disabilities](http://www.marshall.edu/library/information/disabilities.asp)
 - URL <http://www.marshall.edu/library/information/disabilities.asp>

Marshall University Resources (4)

- **Instructional Design Center**
 - [Instructional Design Center](http://www.marshall.edu/muonline/design-center/)
 - URL <http://www.marshall.edu/muonline/design-center/>
- **Speech and Hearing Clinic**
 - [Marshall University Speech and Hearing Clinic](http://www.marshall.edu/mu-speech-and-hearing-center/)
 - URL <http://www.marshall.edu/mu-speech-and-hearing-center/>
- **TRIO**
 - [TRIO](http://www.marshall.edu/trio/)
 - URL <http://www.marshall.edu/trio/>

Marshall University Resources (5)

- **Tutoring Services**

- [University College Tutoring Center](#)

- URL <http://www.marshall.edu/uc/tutoring-services/>

- **Writing Center**

- [Marshall University Writing Center](#)

- URL <http://www.marshall.edu/writingcenter/>

Interactive Scenarios



Scenario #1

In the first week of classes, you receive

- several emails from the Office of Disability Services and
- 2 “Green Sheets” in your campus mail.

All of these students (5) have accommodations for extended time on tests. The first test will be the 3rd week of classes.

This is too much!

I don't have the time to work out all of these details. Do I really have to do this? How do I manage this? My test won't be ready until the day before the test. What can I do to make this work?

Scenario #2

It is the 6th week of the semester and you have announced that the midterm will be next week. It is on your syllabus and it will be comprehensive.

After class a student who has not done well on assignments and is currently earning a B- C grade, comes to your office and tells you that they have accommodations for testing.

In the conversation, the student admits they have not obtained approved accommodations from the Office of Disability Services (ODS).

What do you do?

Scenario #3

You have a student who has approved paperwork due to a hearing loss. They are not deaf and seem to be doing well in your course.

You have assigned several video clips that you have on the course Blackboard site. You made these videos yourself.

The student asks if you have closed captioned videos for them, as your self-made videos do not have transcripts and are not closed captioned.

What do you do?

Scenario #4

You have a student with the correct paperwork from the H.E.L.P Center. One of her accommodations is advanced notes and a note taker.

You are ok with the note taker, but you do not provide your PowerPoint lecture notes.

The student's note taker asks if you would provide them your PowerPoint notes pages so that notetaking would be easier.

What do you do?