



**FACULTY HANDBOOK
STUDENTS WITH DISABILITIES**

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This handbook is the product of the Faculty Advisory Committee for Students with Disabilities. The members of this committee worked diligently and collaboratively to produce a document to clarify current policies regarding students with disabilities and to provide guidance on how best to meet the needs of these students in classes. The committee members expressed a universal commitment to meeting the obligations of the law and university policy while providing an inclusive environment for all students. Each member, whether faculty or disability-related personnel, is commended.

No undertaking of this size is completed in isolation. Paige Muellerleile (Chair, Faculty Senate) was instrumental in the formation of the committee and provided insightful leadership during the development process of this handbook. She was a powerful advocate for faculty and students with disabilities. Mary Beth Reynolds (Associate Vice-President Assessment-Quality Initiatives) and Karen McComas (Director, Center for Teaching and Learning) were vital voices that spoke to faculty development and responsibilities (syllabi). Jendonnae Houdyschell, University Legal, provided timely and invaluable assistance for the legal review of the document to ensure that laws and policies were appropriately described. Paula Kaplan, Instructional Designer, worked tirelessly to ensure that the document met accessibility standards. Su Tams, University Communications, provided vital feedback and proofreading assistance.

There are many other faculty, staff, and students who made invaluable contributions to the conception and execution of this task, and while they may not be named, their suggestions are reflected in this document. It is our hope that this handbook will be helpful in furthering the aim of the Marshall community to be inclusive of all.

Lori A. Howard, Ph.D.

Chair

Faculty Advisory Committee for Students with Disabilities

8/1/2018

Mission Statement

The mission of Marshall University's Faculty Advisory Committee for Students with Disabilities is to provide professional development, university-wide education, and student advocacy to promote academic growth, social integration, and community engagement for all students.

Purpose of Faculty Handbook

The purpose of this handbook is to provide the faculty of Marshall University guidance on working with students who have disabilities and may require reasonable accommodations, assistive technology, or auxiliary aids/services. The following materials are intended to help clarify policies and procedures for faculty and focus on the Office of Disability Services. Please note that the College Program for Students with Autism and the Higher Education Learning Problems (H.E.L.P.) program also adhere to federal guidelines but their procedures and policies may be slightly different. Please contact those centers directly for students who identify them as their main disability contact point.

Introduction

Marshall University is committed to providing equal opportunity and access to all programs, services, and activities for students with disabilities. Faculty are integral to fostering a university-wide inclusive community and teaching students with disabilities. Marshall University's greatest resource is you, the faculty. This handbook is designed to provide guidance regarding the procedures and policies about students with disabilities.

Marshall has three (3) offices or centers that provide services for students with disabilities. These programs include two nationally recognized centers for excellence in addition to the Office of Disability Services: the College Program for Students with Autism and the Higher Education Learning Problems (H.E.L.P.) Program. Each of these has different intake processes and procedures. Please check with each program for specific questions. For more specific information on their services, processes, and fees, please use the web links below:

The Office of Disability Services (ODS)

Website: [Office of Disability Services](#)

URL: <http://www.marshall.edu/disability/>

The Office of Disability Services is the university-wide office responsible for working with both faculty and students with disabilities to provide reasonable accommodations, assistive technology, and/or auxiliary aids and services. This office helps to ensure Marshall University is providing equal opportunity and access for all students with disabilities **without cost** to the students.

College Program for Students with Autism Spectrum Disorder

Website: [College Program for Students with Autism Spectrum Disorder](http://www.marshall.edu/collegeprogram/)

URL: <http://www.marshall.edu/collegeprogram/>

(Focus is on students with autism.)

Please note that the College Program provides a packet of information to faculty when a student with autism is enrolled in a course. Please contact them if you have questions regarding a student in their program. Participation in this program requires that students pay for services.

H.E.L.P. Program

Website: [Higher Education for Learning Problems Center \(H.E.L.P.\)](http://www.marshall.edu/help/)

URL: <http://www.marshall.edu/help/>

(Focus is on students with learning disabilities.)

Please note that the H.E.L.P. program uses the "**Green Sheet.**" The Green Sheet serves as the notice that a student requires accommodations and describes what accommodations are to be provided. Please contact them if you have questions regarding a student with this sheet. Participation in this program requires that students pay for services.

Laws Pertaining to People with Disabilities

Marshall University is committed to providing equal opportunity and access to all programs, services, and activities for students with disabilities. There are federal laws that ensure these rights, including:

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people with disabilities in employment, transportation, public accommodations, communications, and governmental agencies (including institutions of higher education).

Section 504 of the Vocational Rehabilitation Act of 1973 prohibits discrimination against people with disabilities and ensures that they have equal access to programs and benefits from organizations or employers who receive funding from federal agencies. This includes institutions of higher education. Often students may refer to a "504 Plan." This can include reasonable accommodations, assistive technology, or auxiliary aids/services to ensure that they have equal access to higher education.

Student Rights/Responsibilities

Marshall University students with disabilities have the following rights and responsibilities:

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.
- 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 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 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.
- 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.
- To keep their contact and disclosure information (telephone, e-mail, 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.
 - Some formats require 6 weeks advance notice. Refer to [Administrative Procedure Student-4 Requesting Textbooks in Alternative Formats Procedure](http://www.marshall.edu/disability/files/0401_001.pdf). URL http://www.marshall.edu/disability/files/0401_001.pdf
- 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.

Faculty Rights/Responsibilities

Marshall University faculty have the following rights and responsibilities with respect to students with disabilities:

Faculty Rights

- To receive notification of reasonable accommodations, assistive technology, or auxiliary aids/services for students with disabilities on a timely basis. Every effort will be made to notify faculty in a timely manner of student reasonable accommodations, assistive technology, and/or auxiliary aids for students. This notification will be written or via e-mail with the student's name, 901 number, and needed accommodations.
- To contact the Office of Disability Services if clarification about requested accommodations, student needs, academic adjustments, or assistance are 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 student's plan of study.

Faculty Responsibilities

- To provide approved accommodations in their classes. Failure to provide accommodations as approved is a violation of university policy.
- To include in all syllabi the link to the Academic Affairs University Policies website that provides the information on policies for students with disabilities. 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.
- 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 with 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.
- 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 Family Educational Rights and Privacy Act (FERPA). 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 appeals/or complaint processes.

University Rights/Responsibilities

As an institution of higher education, Marshall University has the following rights and responsibilities with respect to students with disabilities:

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.
- 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 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.

Confidentiality and Disability Disclosure Statement

Students with disabilities are admitted to Marshall University under the same admittance criteria and process for all students. 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. Therefore, you may have students with disabilities in your classes who have not self-identified as they do not want accommodations. 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.

Faculty are reminded that disclosure of 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. Care should be taken to provide accommodations in a confidential and private manner.

Faculty Syllabus Responsibilities

Faculty should include in all of their course syllabi a link to the Academic Affairs page for [Marshall University Policies](http://www.marshall.edu/academic-affairs/policies/) (URL: <http://www.marshall.edu/academic-affairs/policies/>) along with a list of the policies found on that page. Faculty may also include a statement referring students with disabilities directly to that policies page. Faculty are strongly encouraged to use one of the approved syllabi templates found on the [Assessment Office Resources](#) page listed under the heading Syllabus Forms and Documents (URL: <http://www.marshall.edu/assessment/Resources/AssessmentResources.aspx>).

Please use the approved language and do not modify or delete the policy link, list of policies, or the statement in the syllabi templates. The information on the policies page is regularly updated, and syllabi should reflect the current policy by linking to it.

Advising

Since students are not required to disclose their disabilities unless they are requesting accommodations, advisors are not informed of students with disabilities on their rosters. If a student advisee notifies you that the student has a disability, the information must remain confidential and not be discussed except as stated above.

Faculty are reminded that disclosure of a disability is a voluntary act. Faculty cannot require that a student request accommodations.

Requesting Services

Registration and Documentation

To receive accommodations, assistive technology, and/or auxiliary aides, students must schedule an appointment with the Office of Disability Services Director to register for services. Web conferencing can be arranged for students who have long travel distances, take online courses, or are attending classes at remote campus locations. Students will need to schedule this initial appointment either through e-mail or telephone contact to the Office of Disability Services director.

Please note that the H.E.L.P. Center and 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.

At the initial meeting, students need to provide documentation of their need for reasonable accommodations, assistive technology, and/or auxiliary aids/services. This documentation may include the following:

- A complete Individualized Education Program (IEP) from a school district. This IEP must include updated psycho-educational testing, accommodations, and a transition plan. The psycho-educational testing must include a complete report of the type of testing and results. These documents must be within the last 3 years.
- A medical diagnosis from an appropriately licensed professional.
- A psychological report with updated testing.
- An updated and complete 504 plan with stated accommodations.

Please note that the Office of Disability Services may find incomplete or out-of-date documents to be unacceptable and require updated psychological testing before services can be provided.

Requests for Services

Once a student is registered with the Office of Disability Services, the student can make a request for accommodations, including assistive technology, and/or auxiliary aids/services. This request should be made as soon as possible, but at least 1 month before the beginning of each semester so that accommodations, including assistive technology, and/or auxiliary aids/services can be confirmed and in place before the first day of class. **Please note that the H.E.L.P. Center and Autism Center's College Program have different procedures and students should contact them directly.**

Students should schedule an appointment to meet with the director of the Office of Disability Services. Once a student has requested and obtained services, **each semester** students should do the following:

- Finalize their schedule and determine a need for reasonable accommodations, assistive technology, and/or auxiliary aids/services.
- Schedule a meeting with the Office of Disability Services director to discuss the needed services.
- For every course for which accommodations have been approved, the Office of Disability Services will notify the faculty by letter or e-mail of the accommodations, including assistive technology, and/or auxiliary aids/services that are needed. A letter from the Office of Disability Services verifies that the student has a disability and is eligible for services.

Please note that 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.

Notifying Faculty

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.

Please contact the director of the Office of Disability Services if there are any questions or need for further information to help support students in your classes. 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 e-mail 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 support services from the College Program. The student packet includes a signed consent that grants permission for staff of the College Program to exchange information related to student participation, academic performance, attendance, behavior, and classroom standing. Faculty will have contact information related to the student's specific graduate assistant and program staff so that they can contact the staff for support. Links to professionally developed, short YouTube videos dedicated to helping professors understand how to support college students with ASD are also made available.

Sometimes faculty may be asked to provide an accommodation or use an assistive device. 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 committee for students with disabilities. We want to help!

Testing Accommodations

Students may obtain testing accommodations through the Office of Disability Services, H.E.L.P. Program, or 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.

Please contact the office requesting accommodations on behalf of the student when notified that a student will need testing accommodations. 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.

Some testing accommodations can be accomplished through Blackboard. Faculty should contact the Instructional Design Center for assistance.

Accessibility

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities.

According to the U. S. Department of Education's *OCR Compliance Review No. 11-11-6002*:

"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. Educational benefits and opportunities afforded by technology are "accessible" if a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information and engage in the same interactions as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

The Instructional Design Center can assist faculty with selecting and/or developing accessible materials for courses, whether fully online, hybrid, or face to face.

Audio Transcripts

Faculty should provide transcripts for all required audio recordings used in face to face, hybrid, or online courses. This includes audio recordings made by both students and faculty. Please contact the Instructional Design Center for more information and assistance.

Closed Captioning

Faculty should ensure that any required videos viewed in face-to-face, hybrid, or online courses are closed captioned. This includes videos made by both students and faculty. Please contact the Instructional Design Center for more information and assistance.

General Guidance and Tips for Teaching Students with Disabilities

- It is respectful to use people first language or blind/deaf as appropriate for the student. Please refer to students as "**Students** with Disabilities." Please do not use terms such as "disabled" or "handicapped" students. In addition, the blind and deaf communities prefer to be identified as blind or deaf.
- When there is a sign language interpreter with a student, make sure to speak in a normal tone of voice to the student, not the interpreter. Do not yell or speak only to the interpreter.
- When writing on a chalkboard or whiteboard, refrain from speaking to the board. Please face all of your students when you have finished writing or before you begin to discuss what is on the board.
- 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 patronize them by patting them on the head. Try to avoid leaning against or touching the wheelchair without their permission. It is best practice to make eye contact at their level when addressing them. You may do this by leaning or sitting down.
- When working with students who are blind or visually impaired, please make sure to introduce yourself when speaking. During class discussions, it may be helpful to ask that all students introduce themselves before offering their statements/inputs. Over time, students who are blind or visually impaired may learn your voice and those of their classmates.
- When offering assistance to any student with a disability, please wait for the offer to be accepted. Listen carefully to what they request. Please do not make assumptions.
- When teaching a student with limited speaking ability, please listen attentively and repeat what they are communicating. In some cases, they will grant you permission to "fill in the blanks" for them, but do so only when you know this is their preference. It is acceptable to ask short questions or questions requiring only a nod of the head.
- When teaching students with disabilities, relax. Keep in mind that they want to be treated respectfully and similarly to how you treat all of your students. Do not be embarrassed if you use a common saying like "I'll see you tomorrow" with a blind student.

Appeals Process

See **Attachment 2: Administrative Procedure Student 05** at the end of this handbook.

Further Information

Further information about federal laws prohibiting discrimination based on disability is available from the Assistant Secretary for Civil Rights, U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington, DC, 20202-1100; 800-421-3481; OCR@ed.gov; or [U.S. Department of Education, Office of Civil Rights](http://www.ed.gov/ocr) URL: <http://www.ed.gov/ocr>

University Resources

The Autism Training Center

- Website: [The West Virginia Autism Training Center](http://www.marshall.edu/atc/)
 - URL: <http://www.marshall.edu/atc/>
- Website: [College Program for Students with Autism Spectrum Disorder](http://www.marshall.edu/collegeprogram/)
 - URL: <http://www.marshall.edu/collegeprogram/>

Since 2002, The West Virginia Autism Training Center's College Program for Students with Autism Spectrum Disorder has been providing individualized skill building and therapeutic supports to degree seeking students with Autism Spectrum Disorder through a mentored environment while navigating a college experience at Marshall University. Information related to the application and admissions process can be found on the website above or by calling 304-696-2332.

College Program services are highly individualized, but every student receives supports from graduate assistants and West Virginia Autism Training Center staff who work to oversee that the student is accessing the services they need to have a successful college experience. 94% of students who have received College Program supports have graduated or are currently on track to graduate. College Program staff are also available to provide Allies Supporting Autism Spectrum Diversity Training to campus departments. The one-hour online or in-person training can be tailored to fit the needs of various populations such as faculty member, peers, community members, and employers. The College Program also hosts a 3-day employment preparedness workshop in June and a high school summer transition program during summer session III.

Campus Psychology Clinic

- Website: [Campus Psychology Clinic](http://www.marshall.edu/psych/clinics/campus-psychology-clinic/)
 - URL: <http://www.marshall.edu/psych/clinics/campus-psychology-clinic/>

Psychological assessment of several types is offered at the Marshall University Psychology Clinic. The nature and scope of all psychological assessments will be determined by the clinician in consultation with his or her primary supervisor and is designed to answer one or more specific referral questions. Psychological assessments usually require two to four visits by the client, but occasionally more are needed. Evaluations are completed within 30 calendar days after the client's final testing visit.

Counseling Center

- Website: [Marshall University Counseling Center](http://www.marshall.edu/counseling/)
 - URL: <http://www.marshall.edu/counseling/>

Marshall University's Counseling Center is committed to providing students with the opportunity to explore concerns with a professional counselor in a confidential setting. We offer services to help them attain both personal and academic goals. Services may include, but are not limited to, counseling focused on mental health symptoms such as

depression and anxiety, including test anxiety, stress management, conflict resolution, anger management, and relationship concerns. The center recognizes the college years are a time of accelerated growth, significant challenges, and considerable stress. We are here to help you manage the variety of concerns that may arise during your college career.

H.E.L.P. Program

- Website: [H.E.L.P. Center](#)
 - URL: <http://www.marshall.edu/help>

The H.E.L.P. program (Higher Education Learning Problems) is located in Myers Hall, on the Huntington campus of Marshall University. H.E.L.P. is a fee-based, comprehensive academic support program for Marshall University students with diagnosed Specific Learning Disabilities (SLD) and/or Attention Deficit Hyperactivity Disorder (ADHD). The H.E.L.P. program offers one-on-one academic tutoring, academic coaching, and diagnostic evaluations. Students participating in the program must have met acceptance criteria for Marshall University and are considered for entry to the H.E.L.P. program via a separate application process.

Location and Contact Information

- Call: Director at 304-696-6316; Administrative Assistant at 304-696-6252; or Front Desk at 304-696-6256; Fax at 304-696-3231
- Visit: Myers Hall, 520 18th Street, Huntington, WV 25755
- Email: help@marshall.edu

Libraries and Online Learning

- Website: [Marshall Library Services for Patrons with Disabilities](#)
 - URL: <http://www.marshall.edu/library/information/disabilities.asp>

Libraries and Online Learning is committed to making all programs, services, and activities fully accessible to students with disabilities. The LOL departments work with the Marshall University Office of Disability Services, Autism Services, and the H.E.L.P. program in order to ensure that they are employing the best and newest pedagogical and educational technology services for all students. Marshall Libraries partner with colleges and departments to acquire and deliver materials in print and electronic format and their facilities include quiet work spaces, and reservable study rooms, as well as group work areas to accommodate various abilities and learning styles. Students, faculty and staff should contact the library with specific questions regarding materials and services or check the website at [Marshall Library Services for Patrons with Disabilities](#) (URL: <http://www.marshall.edu/library/information/disabilities.asp>).

Instructional Design Center

- Website: [Instructional Design Center](#)
 - URL: <http://www.marshall.edu/muonline/design-center/>

The Instructional Design Center is a faculty-dedicated space that allows you to work one-on-one with experienced instructional designers to design, develop, and deliver online learning. Blackboard is not just for fully online courses and hybrid courses; every course at Marshall has a designated Blackboard section so you can supplement your face-to-face courses as well. We are happy to accommodate drop-ins or schedule an appointment with you.

Contact us for assistance with:

- Creating accessible materials (Word documents, PowerPoint presentations, PDFs, HTML, images);
- Providing testing accommodations through Blackboard;
- Selecting accessible materials from other sources;
- Videos and lecture capture, including how to provide audio description, captions, and transcripts.

Locations and Contact Information:

- Huntington Campus: Drinko 235, 304-696-7117
- South Charleston Campus: Administration Building Room 321, 304-746-1948
- E-mail: designcenter@marshall.edu

Parking: Getting a Handicap Parking Permit

All parking on the Marshall University campus is handled by the Office of Parking and Transportation located at 18th Street and 5th Avenue. Please contact the parking office if you have specific questions or concerns about parking spaces and permits. They can be reached at 304-696-6406.

Speech and Hearing Clinic

- Website: [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/>

The Marshall University Speech and Hearing Center (MUSHC), located in Smith Hall 143, provides individual and group services for children and adults with disorders and differences including, but not limited to 1) speech sound disorders, 2) receptive and expressive language, 3) dysphagia [feeding and swallowing], 4) cognitive communication [memory, executive function], 5) social language, 6) voice, 7) stuttering, 8) aural rehabilitation, and 9) group or individual elective dialect modification.

Payment for Services

The MUSHC is an entity within Marshall Health and can bill insurance. A medical referral/doctor's order may be required prior to evaluation and treatment. If you do not have insurance coverage for services, you may apply for the Clinical Education Scholarship Program which provides services at a significantly reduced cost.

Contact Information

- Phone: 304-696-3641; Fax: 304-696-2986
- Call or visit the MUSHC administrative office in Smith Hall, room 143, to schedule an appointment.

TRIO

- Website: [TRIO](#)
 - URL: <http://www.marshall.edu/trio/>

TRIO programs are federally funded initiatives to help support low-income and first-generation college students enter college, graduate, and move on to participate more fully in America's economic and social life. Over 1,200 colleges, universities, community colleges, and agencies now offer TRIO programs in America. TRIO funds are distributed to institutions through competitive grants. Marshall University sponsors two Talent Search programs:

- **Heart of Appalachia Talent Search Program:** Serves Appalachian youth in Mason and Wayne Counties.
- **Empowering Appalachia Talent Search Program:** Serves Appalachian youth in Cabell County.

Tutoring Services

- Website: [University College Tutoring Center](#)
 - URL: <http://www.marshall.edu/uc/tutoring-services/>

The Academic Support Center located in Room 211 of the Communications Building offers FREE tutoring to all Marshall University students two hours per week. Students need to fill out an application to request a tutor and someone will be assigned to them. Requests should be made as soon as students recognize their need for the assistance. Students with disabilities who need more tutoring time are encouraged to contact the Office of Disability Services director.

Writing Center

- Website: [Marshall University Writing Center](#)
 - URL: <http://www.marshall.edu/writingcenter/>

The Writing Center is a free tutoring service for all Marshall students who want help with their writing. The Writing Center is located on the second floor of the Drinko Library and is staffed by graduate and undergraduate students who are trained to help at all stages of the writing process in any discipline.

References

- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)*. Retrieved from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn>
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- U.S. Department of Education. (n.d.) *Office of Civil Rights: Office of Civil Rights: Auxiliary Aids and Services for Postsecondary Students with Disabilities*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>
- U.S. Department of Education. (n.d.). Office of Civil Rights: *Protecting Students with Disabilities*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/504faq.html>
- U.S. Department of Justice: Division of Civil Rights. (n.d.). *Americans with Disabilities Act 1990. Information and Technical Assistance on the Americans with Disabilities Act*. Retrieved from <https://www.ada.gov/>

Attachment 1

Faculty Advisory Committee for Students with Disabilities

College	Faculty Member	Email
CAM	Mike Murphy	murphye@marshall.edu
CITE	Greg Michaelson	michaelson@marshall.edu
COB	Deanna Mader	maderd@marshall.edu
COEPD	Lori Howard	howardl@marshall.edu
COHP	Carrie Childers	childersca@marshall.edu
COLA	Steven Mewaldt	mewaldt@marshall.edu
COS	Bonita Lawrence	lawrence@marshall.edu

Executive Committee

Howard, Chair; Mewaldt, Vice-Chair; Childers, Secretary; and Kelly Rutherford, BAPC Faculty Senate Representative.

Representatives of University Organizations

Organization	Representative	Email
Center for Teaching & Learning	Karen McComas	mccomas@marshall.edu
IT Services	Jody Perry	jody.perry@marshall.edu
Instructional Design Center	Paula Kaplan	kaplanp@marshall.edu
Libraries & Online Learning	Kelli Johnson	johnson28@marshall.edu

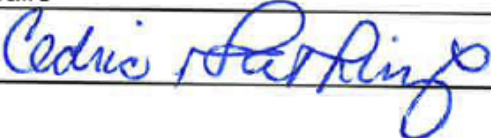
Representatives of Disability Programs

Program	Representative	Email
Autism Center	Becca Hanson	fuller26@marshall.edu
H.E.L.P. Program	Debbie Painter	painter@marshall.edu
Office of Disability Services	Stephanie Ballou	wyant2@marshall.edu
ODS Student Representative	James O'Neil	oneil19@marshall.edu

Attachment 2

ADMINISTRATIVE PROCEDURE STUDENT-05

APPEAL FAILURE TO PROVISION OF A REASONABLE ACCOMMODATION

Number: STUDENT-05	Name: Appeals Process for Provision of a Reasonable Accommodation
Purpose: This procedure outlines how students may appeal of the denial or the failure to provide a reasonable accommodation.	
Responsible Unit: Student Affairs	
Approved by: 	Approval Date: 8-15-2018

Reasonable Accommodations for Students

Marshall University recognizes its responsibility to provide reasonable accommodations, as defined under the Americans with Disabilities Act (ADA), for students. The goal of the accommodation is to afford students the opportunity to successfully participate in the curricular and co-curricular activities provided by the University. All students seeking an accommodation must follow the policies and procedures of the [Office of Disability Services](https://www.marshall.edu/disability/) (<https://www.marshall.edu/disability/>).

1.0 Appeal Refusal to Provide Accommodation

1.1 Students who believe they have been inappropriately denied a reasonable accommodation by the Autism Training Center, the H.E.L.P. Program, or the Office of Disability Services may appeal as follows.

1.1.1 Step One: The student will submit the *Accommodation Appeal Form* to the Office of Disability Services within two (2) days of the denial of accommodations. This appeal form requires the recommended accommodations as provided by a licensed physician, psychologist or other appropriate medical professional. In addition, the student will provide a written statement indicating why the denial of the accommodations is in error and a potential detriment to the student's ability to participate in curricular and co-curricular activities.

The Office of Disability Services will, within five (5) business days, attempt to informally resolve the appeal. Resolution may be an affirmation of the

refusal of the accommodation with a rationale for the decision, recommend provision of the accommodation, or submission of the appeal form for a Step Two review.

- 1.1.2 Step Two: If the student is not satisfied with the decision from Step One, he or she may forward the *Accommodation Appeal Form* within two (2) days of receipt the Step One decision to the Vice President for Student Affairs (VPSA), or his/her designee who will further investigate the appeal. This investigation may involve a meeting with the student, staff of Autism Training Center, the H.E.L.P. Center, and/or the Office of Disability Services, faculty and staff involved in the appeal, and others whose expertise may inform the review. The VPSA will render a decision, including a rationale, in a timely manner within five (5) business days. The VPSA may also submit the appeal form for a Step Three review.
- 1.1.3 Step Three: If the student is not satisfied with the decision from Step Two, he or she may forward the *Accommodation Appeal Form* within two (2) days of receipt the Step 2 decision to the Senior Vice President for Academic Affairs and Provost or his/her designee, (VPAA&P), who will further investigate the appeal. The VPAA&P will render a decision, including a rationale, within five (5) business days. The decision of the VPAA&P shall be final.

2.0 Failure to Provide An Accommodation or Issues with Providing an Accommodation

2.1 Students, the Office of Disability Services, or the faculty or staff who believe an employee of Marshall University failed to or has issues with providing an accommodation approved by the Autism Training Center, the H.E.L.P. Center, and/or the Office of Disability Services will submit the *Accommodation Complaint Form* to the Office of Disability Services. The Office of Disability Services will, within five (5) calendar days, report to the student and the VPSA the result of an investigation of the complaint and the action taken, if any.

2.2 If the Student, the Office of Disability Services, faculty or staff believes that:

- 2.2.1 any agreed to resolution of the matter has not been adhered to or followed, or
- 2.2.2 the Accommodations are still not being provide,
- 2.2.3 no resolution can be reached concerning the issue, or
- 2.2.4 there is a dispute regarding how/what accommodations should be provided, then the matter may be appealed.

2.3 Appeal of Failure to Provide an Accommodation

- 2.3.1 Step One: The student, the Office of Disability Services, the faculty or staff will submit the *Accommodation Appeal Form* within two (2) days of the

issue or incident of providing an accommodation occurs to the Office of the VPSA. This appeal form requires the recommended accommodations as provided by a licensed physician, psychologist or other appropriate medical professional. In addition, the student, Office of Disability Services, the faculty or staff will provide a written statement indicating what resolution attempts, if any, have been taken. Indicate which of the reasons indicated in 2.2 has occurred.

The Office of the VSPA will, within five (5) business days, attempt to resolve the appeal. This attempt at resolution may involve a meeting with the student, staff of the Autism Training Center, the H.E.L.P. Department, and/or the Office of Disability Services, faculty and staff involved in the appeal, their director, chair, dean, and/or others whose expertise may inform the review. The Office of the VPSA will render a decision, including a rationale, in a timely manner within five (5) business days. The VPSA may also submit the appeal form for a Step Three review.

- 2.3.2 Step Three: If the student, the Office of Disability Services, faculty or staff is not satisfied with the decision from Step Two, he or she may forward, within two (2) days of the Step Two decision, the *Accommodation Complaint Form* to the Office of the Senior Vice President for Academic Affairs and Provost or his/her designee, (VPAA&P), who will further investigate the appeal. The VPAA&P will render a decision, including a rationale, within five (5) business days. The decision of the VPAA&P shall be final.

The VPAA&P shall have the authority to direct University faculty and staff to provide any accommodation to which the VPAA&P finds that the student is entitled to receive.

- 2.3.3 Accommodations which have been approved by the Autism Training Center, the H.E.L.P. Department, and/or the Office of Disability Services, must be provided during the appeal process.
- 2.3.4 If faculty or staff are found to have failed to provide an accommodation after all the measures outlined herein have been exhausted or at any time during the appeal process, then the matter will be referred to The Office of Equity Programs/Title IX for further investigation and possible disciplinary actions.

3.0 **Right to Accommodation for Any Judicial or Appeal Process**

All students with a previously approved accommodation may be entitled to receive reasonable accommodations during any judicial or appeal process. Upon notification by the student, or by the individuals conducting a judicial or appeal process, the Office of Disability Services will coordinate the provision of the accommodation and have the authority to identify how best to provide the accommodation. Provided that, the Student

may be required to register to register with the Office of Disability Services to receive those accommodations in accordance with University policy and procedures.

4.0 **Retaliation Prohibited**

4.1 No individual may retaliate against the student or any person that assists the student in the receipt of accommodations or this appeal process.

4.2 "Retaliate" means to take an adverse action against an individual or subject an individual to conduct that has the purpose or effect of unreasonably interfering with that individual's educational experience, work or academic performances, or creates an educational experience or academic or work environment that a reasonable person would find intimidating or hostile because of something that individual did to further the University's policy for providing accommodations.