

Missouri S&T Student Disability Services Faculty Guide

Missouri University of Science and Technology
Student Disability Services
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The mission of Student Disability Services (SDS) is to assist in creating an inclusive and accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence and to ensure recognition of their abilities.

We work closely with students and faculty. For more information or clarification please contact Student Disability Services.

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Faculty Guide on Teaching Students with Disabilities

Student Disability Services at S&T is committed to ensuring equal access to a quality education for qualified students with disabilities through the provision of reasonable and appropriate academic accommodations which support the university's standards and academic integrity.

Institutional policy provides for reasonable and appropriate accommodations to be made for students with verified disabilities on an individualized and flexible basis as specified under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

This guide is to serve as a resource to assist faculty and staff, and create a better understanding that the campus commitment is not simply a reaction to legal requirements but a part of a larger institutional commitment to diversity, social justice, and equity.

Student Qualifying Process

In order for a student to qualify for accommodations a student must self disclose by filling out an application through minerAccess. Once the application is submitted a student is required to provide our staff with supporting documentation. The documentation is then reviewed and an appointment is then set up to go over process and procedures. This meeting will including direction for the student meet with their professors to deliver their letters and voice any concerns the may have.

Confidentiality

A student's disability is considered personal and confidential, and therefore is not to be divulged to persons outside Student Disability Services. Please respect the student's privacy. Students are not required to disclose the nature of their disabilities to faculty, classmates, or staff beyond those in SDS. The fact that the student has a disability and receives accommodations is information protected by the Family Education Rights and Privacy Act (FERPA), the Americans with Disabilities Act of 1990, the ADA Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973. If necessary, this information may be shared with individuals who are assisting in teaching the course or in providing the requested accommodations. Also, please be mindful that people with disabilities can be subject to discrimination. By treating this information as confidential, you will help us ensure that the student is not singled out on the basis of disability.

Rights and Responsibilities

Colleges and universities have an obligation under the Americans with Disabilities Act (ADA) to provide qualified students with access to programs and services. Institutions also have an obligation to provide reasonable and appropriate accommodations, under the law.

Faculty

Each member of the faculty plays an important role in the implementation of accommodations to students with disabilities.

It is the responsibility of the faculty to:

- Establish curriculum requirements and uphold the academic standards of Missouri S&T
- Determine that the essential elements of these curricula, as well as those of an individual course, are being fulfilled
- Work with the Coordinator/Advisor to determine the provision of reasonable accommodations and related services for disabled students when requested by the Coordinator/Advisor and
- Follow applicable rules with respect to individual privacy and confidentiality.

If the faculty member concerned opposes the determination made by the Coordinator/Advisor, s/he should proceed as follows:

- She/he initiates a review of this determination with the Coordinator/Advisor.
- If after this review the faculty member or department administrator still does not agree with the Coordinator/Advisor's determination, s/he may have recourse to the procedures outlined by the SDS Policy.

Students

All disabled students seeking reasonable accommodations and provision of disability-related services must:

- Identify himself or herself to the designated staff of SDS as desiring accommodations
- Provide current and adequate documentation of his/her disability and of appropriate accommodations to the designated staff of SDS
- Request needed classroom accommodations and related services of the designated staff of SDS.

All of the above requirements must be met by the student in a timely manner to ensure full resolution of accommodations and related services prior to the student's entrance into the program or course of study. The student should provide the necessary documentation at least six weeks prior to the first semester for which accommodations are being requested and should provide the Coordinator with a copy of his/her class schedule as soon as it is available for each semester during which s/he is seeking accommodations. Waiver of these deadlines may be made by the Coordinator on a case by case basis. Failure to meet the specified deadlines and requirements may result in a denial of accommodations.

Student Disability Services

Our primary responsibility is to facilitate accommodations for eligible students, but we are also a resource for you, and anyone else who teaches, supports, or works with students with disabilities. Please do not hesitate to call on us for help in the implementation of accommodations, as well as in other aspects of disability.

SDS and Faculty

- The Coordinator/Advisor shall review the documentation provided by the student and discuss the accommodation and related services requested.
- The Coordinator/Advisor shall make an initial determination as to whether requested accommodations and related services are required.
- The Coordinator/Advisor shall provide the student with a letter describing recommended accommodations and related services.
- The faculty or staff member responsible for a specific class, program, or service shall then determine accommodations of the disability and provision of related services in consultation with the Coordinator/Advisor if necessary.
- Any disagreement relating to accommodations shall be described in writing and submitted to the Chancellor or his/her designee for resolution in a prompt manner. This appeal must specify why the accommodation request is considered unreasonable or unworkable.

In any disagreement related to the recommended accommodations, the Chancellor shall take into consideration all relevant factors including but not limited to:

- current documentation of the specific disability
- the need for the requested services or accommodations
- the essential elements of the academic program or course of study being pursued
- the fact that no applicable law requires Missouri S&T to substantially alter essential elements of its academic program or course of study or to otherwise compromise its academic standards.

The written judgment of the Chancellor or his/her designee shall be presented to the faculty member or department administrator within ten working days following receipt of the written notice of disagreement.

Accommodations

Student Disability Services works with students to provide reasonable and appropriate accommodations dependent upon each individual situation. Some of the more common accommodations, including common implementation examples are:

- Extended Time for timed assessment including: exams and quizzes
 - Amount of time extension (multiplier) will be included in the Faculty Notification Letter
 - Most faculty utilize the Testing Center to fulfill this accommodation
 - Faculty may fulfill this accommodation by providing space and proctor instead of using the Testing Center
- Reduced Distraction Environment
 - Most faculty utilize the Testing Center to fulfill this accommodation
 - Faculty may fulfill this accommodation by providing space and proctor instead of using the Testing Center
- Accessible format of digital materials
 - Make sure any material you hand out or use in class is in a format that can be uploaded to Canvas

- If a scan is used make sure it is a high DPI (600 is preferred) and if text is present it is highlightable
 - If you need assistance making a document accessible, contact SDS
- While this is a specific accommodation for some students, it may benefit all students
- Alternative Textbook Format
 - It is important to notify The S&T Store of what materials will be required for your classes. SDS Staff and the minerAccess system utilize the bookstore's information to acquire books in alternative formats
 - As you to move to OER textbooks please keep accessibility in mind, contact SDS if you have questions
- Note Taking Assistance
 - Peer Note-taker
 - Allowing a student to post notes, in a confidential manner, for another student
 - Post to Canvas, asking if anyone would be willing to share copies of notes throughout the semester. The note-taker would upload notes to the instructor or SDS. Those notes would be forwarded to the student in a timely fashion.
 - This accommodation may be fulfilled by the instructor posting slides or notes to Canvas
 - Provision to audio record lectures
 - Via phone, audio recorder, or laptop, the student is allowed audio record lectures.

Accommodations that may need further clarifications or collaboration between SDS, student, and instructor

Some disabilities are episodic in nature and as a result a student may have to miss class for medical concerns

- Make up work missed due to illness
- Flexibility regarding attendance

Testing Center Process and Policies

<http://testcenter.mst.edu/>

testctr@mst.edu

(573) 341-4222

The Testing Center serves as a facility utilized to accommodate classroom testing for students with a documented disability, as well as for students who through participation in an off-campus university sponsored event, illness/injury, death of an immediate family member, and/or other personal reasons, etc., may need to take a classroom test at an alternate time.

Strategies for Overcoming Challenges

Deaf and Hard of Hearing Students

Many individuals who are deaf or hard of hearing rely more upon visual input than upon auditory input when communicating. Learning to use the visual aspects of communication (ie. body language, gestures and facial expression) is essential in order to effectively communicate with students who are deaf or hard of hearing. The following is a list of suggestions for enhancing classroom learning for these students:

- Make sure you have a deaf student's attention before speaking. A light touch on the shoulder, a wave, or other visual signal will help.
- Offer the student preferential seatings. The student should be seated in such a way that she/he can get as much from visual and auditory cues as possible. Such a position is generally near the front of the classroom, however, a student may have an individual preference.
- Face the class when speaking, as when writing on the board. It interferes with any chance of the student getting facial or speech reading cues.
- When showing slides, movies, or videos, it is helpful if an outline or summary of the materials to be covered is provided. Captioning is beneficial for all students
- When questions are asked from the class, it would be of great help if the questions are repeated before answering, or phrase the answer in such a way that the questions are obvious.
- Beware of giving procedural information while handing out papers. Loss of eye contact may mean loss of information. Likewise, allow time for reading materials which are passed out before beginning any discussion of those materials.
- Recognize that the student may have need of a notetaker for your class. When you are "listening" with your eyes, via lipreading or the use of a sign language interpreter, it is difficult to take good notes simultaneously.
- English is actually a second language for many students who are deaf or hard of hearing. When grading written assignments and/or essay tests, it is important to emphasize accurate and comprehensive content rather than writing styles.

Visually Impaired Students

Students with visual impairments are constantly challenged by classroom instructional strategies. Although lectures and discussions are easily heard by these students, syllabi, textbooks, overhead projector transparencies, maps, videos, written exams, and demonstrations are not easily accessed. Also, the visual impairments of these students can vary considerably; ranging from no vision, to the ability to see print if magnified. Here are some general tips for teaching students with visual disabilities:

- Offer the student preferential seatings. The student should be seated in such a way that she/he can get as much from visual and auditory cues as possible. Such a position is generally near the front of the classroom, however, a student may have an individual preference.
- Get to know your visually impaired student early in the semester. Meet with him or her to find out their level of visual impairment, then ask if he or she would like any help.
- Provide a thorough orientation to the physical layout of the room indicating the location of all exits, desks, raised floors, low-hanging objects, lecture positions, etc. When giving directions,

use terms such as "left" or "right," "step up" or "step down," and convert the directions to the student's perspective.

- Avoid using phrases such as "this and that." For example, "The sum of this plus that equals this," is very confusing for someone who cannot see what is being referred to.
- If a student has a harnessed service dog, it is working and should not be petted by other students in the class.
- Visually impaired students will most likely need extended time for their exams and possibly a reader/scribe for assistance in reading and writing. Faculty can provide these accommodations, or the Testing Center can provide exam accommodations.
- Standards for academic credit should not be modified for any visually impaired student. All students must meet the required level of understanding and performance competencies for the course. There may need to be modifications in the evaluation or testing method, but the content should not be changed.
- Visually impaired students as well as sighted ones can benefit from rich descriptive material. Try using enhanced verbal descriptions, such as comparisons and analogies with familiar objects that do not depend on prior visual knowledge.
- Partially sighted students should not be overlooked. They sometimes have greater difficulty in college than do totally blind students, partly because some try to "blend in," and do not use special assistance or ask questions.

Seizures

How you can help

- Try to cushion the fall
- Help the person to a lying position, preferably on his or her side to keep the airway open.
- Remove objects from the area which might cause injury
- Never force anything into the mouth
- Do not restrain movement
- Do not encourage premature activity
- Do not try to make the person swallow liquids during the seizure or immediately afterward
- When a seizure has ended, the person may feel disoriented and embarrassed. Try to ensure that they have privacy to collect themselves
- If a seizure lasts longer than 10 minutes or if another seizure begins immediately following the first seizure, call for emergency medical assistance

In the event of an apparent medical emergency affecting one or more students:

Call 911

State: *"I have a student needing medical assistance" and other details as needed such as your location and other facts as requested; stay on the line until released by the dispatcher. Also indicate whether the student is conscious.*

Note: An ambulance will be dispatched; however, a student may refuse medical treatment.

Statement on Faculty Responsibility in Student Health Emergencies in the Classroom

There is **NO** expectation that faculty or graduate assistants have any specialized medical knowledge or skill or that they be equipped to deal with medical emergencies in the classroom or lab beyond the most rudimentary "common sense" provisions.

FAQ

Q: What if I suspect a student has a disability but hasn't provided me with a Faculty Notification Letter (FNL) from Student Disability Services (SDS)? Can I ask them if they have a disability?

A: No, you may not ask a student if they have a disability. However, you may engage the student in a conversation about how they coped with a similar situation in the past. If the student shares that they received accommodative services in high school or previous institution, then please refer the student to SDS.

Q: What if a student comes to me at the end of the semester and tells me they have a disability, but has not provided me with a FNL from SDS?

A: All students who request accommodations are to be directed to Student Disability Services.

Q: What if I have questions about an accommodation that is listed on a FNL?

A: SDS strongly encourages the instructor and student to discuss the implementation of accommodations so that they are appropriate to both the student's needs and the design of the course. Further questions are to be directed to SDS.

Q: When is a student required to submit their Faculty Notification Letter to me?

A: Students can provide you with a FNL at any time during the semester; however, are encouraged to do so early in the semester. Please keep in mind that implementation of accommodations begin once the FNL is presented to the instructor, and are not retroactive.

Q: Am I required to provide the accommodation?

A: Yes, in compliance with the 1990 Americans with Disabilities Act (ADA), the 2008 ADA Amendments Act, and the Rehabilitation Act of 1973, you must provide accommodations to students with disabilities. However, the accommodations should not alter the fundamental components of a program. If you believe the student's accommodation(s) threaten the essential elements of your program, please contact SDS to discuss this.

Q: Being able to complete tasks quickly and on time is very important for students graduating and entering the workforce. Does allowing extended time for tests adequately prepare students for the real world?

A: At the university, extended time for exams allows for the student to adequately demonstrate their knowledge of the course material. In the workplace, ADA allows for reasonable accommodations for the individual to perform essential functions of the job.

Q: Can I give an unannounced (pop) quiz if I have a student in my classroom who needs a quiet environment for testing?

A: Regardless of the type of assignment, if it is timed and graded, then the student must be given their accommodation of a non-distracting environment. This is in compliance with the Americans with Disabilities Act (ADA).

Q: What is universal design in the classroom?

A: Your classroom environment can be tailored to help ensure that classroom instruction serves students with all types of learning styles and accommodates students with disabilities.

Universal design suggestions:

- Using the Panopto lecture-capture system, which eliminates the need for notetakers
- Using captioned videos, films and other audio presentations
- Offering flexibility regarding attendance
- Providing texts in alternative formats
- Giving verbal descriptions of visual aids and graphics
- Paraphrasing questions and answers
- Highlighting key points throughout discussions
- Using multiple teaching methods, including lecture, discussion, hands-on activities, Web-based work and fieldwork
- Providing multiple methods for students to demonstrate knowledge, such as demonstrations, presentations and portfolios

S&T Resources

- Student Disability Services
 - 203 Norwood Hall
 - (573) 341-6655
 - <http://dss.mst.edu>
 - dss@mst.edu
- Equity and Title IX
 - 1200 N Pine St
 - (573) 341-7734
 - <http://iedi.mst.edu/>
 - iedi@mst.edu
- Counseling Services
 - 204 Norwood Hall
 - (573) 341-4211
 - <http://counsel.mst.edu/>
 - counsel@mst.edu
- Care Coordinator
 - 202 Norwood Hall
 - (573) 341-4211
 - <http://casemanagement.mst.edu/>
 - cm@mst.edu

- Testing Center
 - G10 Norwood Hall
 - (573) 341-4222
 - <http://testcenter.mst.edu/>
 - testctr@mst.edu
- Burns & McDonnell Student Success Center
 - 198 Toomey Hall
 - (573) 341-7596
 - <http://studentsuccess.mst.edu/>
 - success@mst.edu
- Writing Center
 - 113 Campus Support Facilities
 - (573) 341-4436
 - <https://writingcenter.mst.edu/>
 - wac@mst.edu
- Learning Enhancement Across Disciplines (LEAD)
 - 105 Norwood Hall
 - (573) 341-7276
 - <http://lead.mst.edu/>
 - lead@mst.edu
- University Police
 - G10 Campus Support Facilities
 - (573) 341-4300
 - <http://police.mst.edu/>
 - police@mst.edu

External Resources

- <http://www.washington.edu/doi/>
- ADA

References

- George Mason University Disability Services. (2017, February). George Mason University Faculty Guide. Fairfax, Virginia. Retrieved September 26, 2017, from <https://ds.gmu.edu/faculty-guide/>
- Missouri S&T Disability Services. (1999, January 18). Policy. Rolla, Missouri. Retrieved September 26, 2017, from <http://dss.mst.edu/pages/policy/>